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ABSTRACT

This guide was created to provide Texas adult educators with a state-of-the-art resource for practical information about adult education materials and methods for their own growth and that of their students. The guide is organized in four parts. Part I provides preparatory information on the following topics: related resources; characteristics of the adult learner; characteristics of competency-based adult education; student diagnosis, prescription, and evaluation; commercial, teacher-made, and community materials; and materials evaluation. Part II of the guide contains the skill and content areas. The skill areas include communications, mathematics, decision making, and interpersonal relations, while the content areas include consumer economics, health/science, occupational/educational opportunities, and social studies. Within each section, the skill or content areas are subdivided into instructional objectives. For each instructional objective, learning objectives, student activities, teacher activities/notes, and resources are given. The third section of the guide is a bibliography of student and professional resources, divided by content area and listed alphabetically by title. The last section of the guide contains three appendixes. Appendix A provides a complete listing of all the instructional objectives covered in the guide; Appendix B provides a listing of publishers and addresses; and Appendix C contains a list of 100 of the most commonly misspelled words referred to in the Writing section of the guide. (KC)

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ED251611

TEXAS
ADULT EDUCATION
CURRICULUM GUIDE

Summer, 1984

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PREFACE

This Curriculum Guide was developed through a 310 Special Project Grant awarded by the Division of Adult and Community Education of the Texas Education Agency to the Extension Instruction and Materials Center at the University of Texas at Austin. The purpose of the Project was to provide Texas adult educators with a useful, state-of-the-art resource with which to provide practical information about adult education materials and methods for the benefit of their own growth and that of their students.

The need for the Project was established, in part, by the fact that it had been ten years since the Guide had last been revised and much had been learned in the interim about adult learning, adult learners, and the development of curricular materials more appropriate to adult needs, interests, and goals.

This Guide is intended to be just that—a guide. It should not be considered as a "how-to" book with dictums regarding any aspect of the content covered—assessment/evaluation instruments, instructional objectives, or curricular resources. A special word of caution to the reader is appropriate concerning this last area—curricular materials. Throughout the Guide, the user should not lose sight of the very significant fact that the various resources listed are not necessarily recommended, suggested, or endorsed (except insofar as we would not intentionally include a material we feel to be inappropriate or weak). The decision made by the Task Force was to provide a few examples of curricular materials that addressed each objective. For this reason, the exclusion of any material from the list by no stretch of the imagination should be taken as a negative judgment against it. We would like to take this opportunity to invite those readers, who know of a particular material that does a superb job of addressing an objective but which does not happen to appear as a resource in this Guide, to provide the name of the resource and the publisher's name and address so the material may be considered for inclusion when the Guide is next revised. In addition, so users do not have to wait for the next edition to revise the Guide, the looseleaf format of this Guide was designed to maximize the ease with which users may revise and update continuously as the need arises.

We hope this Guide will provide teachers, counselors, administrators, paraprofessionals, volunteers, and other adult education service providers with a helpful tool with which to enhance the quality of services they provide. It can never be expected to replace the creative responsiveness to the unique needs and interests of each individual student that the dedicated teacher consistently contributes. The key to the most successful use of the Guide is for instructors to expand on its contents by adding their own expertise, experience, and creativity. Localizing learning activities and materials will be one significant way the suggestions of the Guide may be expanded and made more relevant to both learner and instructor. The Guide should be considered as only one of many tools with which to achieve the goals of the adult education student.

Elaine Shelton
Project Coordinator

ACKNOWLEDGMENTS

In order to help make this Guide useful, usable, and practical, it was felt that the format and content needed to be specified by practitioners. One of the greatest strengths of the Adult Education Curriculum Guide Revision Project was the competence and dedication of its thirteen-member Task Force. These persons were selected first on the basis of their competence and experience in adult education and second for their representativeness of the various categories of adult education service providers and types of adult education programs throughout the state. Each of the Task Force members took responsibility for the revision of one or more of the subject areas into which this Guide is divided.

The following list provides the name and location of each Task Force member as well as the area(s) on which they worked:

Communications

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Lufkin Adult Learning Center
Lufkin, TX

Dr. Bonnie Longnion
Texas Lutheran College
Seguin, TX

Ms. Julia Roberts
Alvin Community College
Alvin, TX

Ms. Tina Whitney
Corpus Christi ISD
Corpus Christi, TX

Consumer Economics

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Odessa College
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Windham School System
Huntsville, TX

Ms. Oralia Silva
Region XX Education Service Center
San Antonio, TX

*Very special thanks go to Robert Richardson who volunteered to work on the Science section while wife Hope worked on Health. While an "unofficial" member of the Task Force, Bob did the work of one who was definitely official!

Thanks go not only to the aforementioned members of the Task Force but also to their immediate supervisors who supported the Project through the authorization of time the Task Force member spent on the revision, or more accurately, on the total rewrite of this Guide: Linda Sue Chaput and Abe Smith, Alvin Community College; Gerald V. Cook, Region II Education Service Center; Silverio Cuellar, Region XX Education Service Center; James Halseth, Texas Lutheran College; Lewis Lemmond, Abilene ISD; Lane Murray, Windham School System; Monroe Neff, Houston Community College; Gayle Noll, Odessa College; Tom Ridlehuber, Heart of Texas Community Education Co-op; Jerrell Snodgrass, Lubbock ISD; H.J. Tijerina, Nueces County Co-op; Billy Watson, East Texas Adult Education Co-op; Lewis Williams, Victoria ISD.

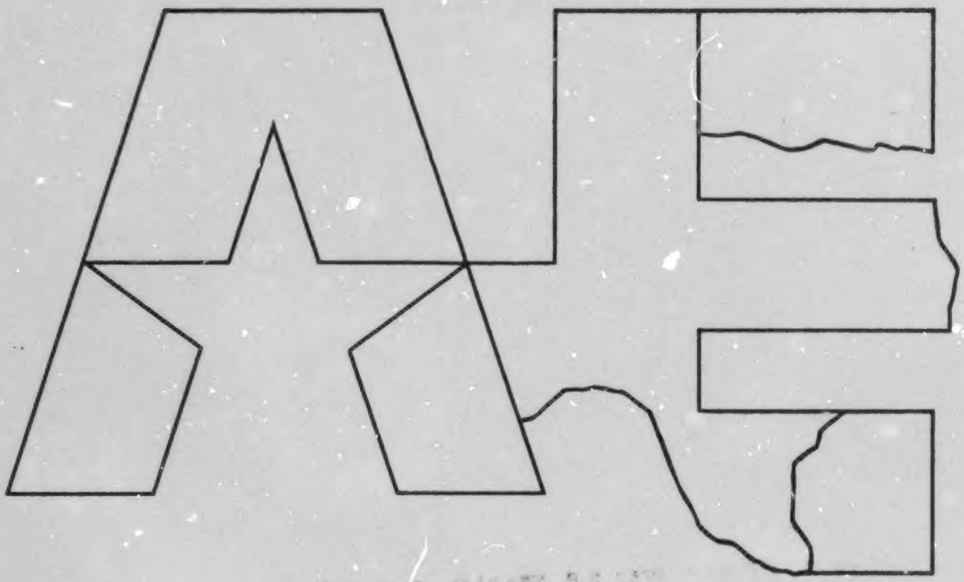
Special thanks also go to Dr. Kathryn Allen, Acting Director of the Extension Instruction and Materials Center at The University of Texas at Austin, where this Project is housed, for her faith, concern, and friendship; to Dr. James Zukowski, the Center's former Coordinator of Development; to Dr. Thomas Hatfield, Dean of Continuing Education at The University of Texas at Austin; to Dr. Alan Thompson, Assistant Dean for Administration, Continuing Education; to Barbara Lankes, for her superior skills as an editor; and to Ben Smith, for his inspired artwork and ever-gracious attitude.

Valuable assistance came from other sources as well. This Project began with a review of what several other states had developed in the way of adult education curriculum guides. We gained many excellent ideas on both format and content from a review of those guides that were generously shared from the following persons in the following states:

Don McCune and Patricia Rickard - California
John Lawrence and Patricia Green-Powell - Florida
Mary Williams - Indiana
Judith Koloski - Maryland
Judith Cope - Pennsylvania
John Boulmetis - Rhode Island

Last, but by no means least, we want to acknowledge the support, both financial and consultive, received for this Project from the following members of the Division of Adult and Community Education of the Texas Education Agency:

Mr. Bob Allen, Director of the Division of Adult and Community Education
Dr. Ralph Mock, Program Director for Program Planning who served as Project Officer for this Project
Dr. Pavlos Roussos, Education Specialist
Dr. Deborah Stedman, Education Specialist



Introduction

INTRODUCTION TO THE FORMAT AND CONTENT OF THIS GUIDE

PART I - Preparatory Information

This introductory section of the Adult Education Curriculum Guide is followed by Part I—Preparatory Information. It is a series of brief discussions of several topics of interest to adult educators which were felt to be appropriate to include in this Guide. The various topics and the order in which they are addressed are as follows:

Related Resources
Characteristics of the Adult Learner
Characteristics of Competency-Based Adult Education
Student Diagnosis, Prescription and Evaluation
Commercial, Teacher-Made, and Community Materials
Materials Evaluation

PART II - Skill and Content Areas

This Curriculum Guide is divided into the skill areas of COMMUNICATIONS (including listening, speaking, reading, and writing), MATHEMATICS, DECISION-MAKING, and INTERPERSONAL RELATIONS and the content areas of CONSUMER ECONOMICS, HEALTH/SCIENCE, OCCUPATIONAL/EDUCATIONAL OPPORTUNITIES, and SOCIAL STUDIES. Each of these areas is color-coded for ease of reference.

INSTRUCTIONAL OBJECTIVE CHARTS

Within each section, the respective skill or content area is subdivided into instructional objectives. For each instructional objective, a four-column chart has been developed. The first column further divides each instructional objective into narrower "Learning Objectives." The next three column headings are "Student Activity," "Teacher Activity/Notes," and "Resources," each of which relates to a learning objective. The following discussion focuses on these three columns.

Student Activity

This column describes the activity that the adult learner should accomplish in order to work toward the mastery of the learning objective in the first column. The learning objectives are suggested guidelines rather than a comprehensive course of study. By the same token, you may want to adapt, reorder, omit, or add to the student activities to better meet the learning needs of your students.

Teacher Activity/Notes

This column is only utilized if applicable. If there are activities that a teacher should accomplish in order to prepare for a student activity, these are discussed in this column. For example, if the student activity calls for the learner to use a merchandise catalog, the notation under the "Teacher Activity/Notes" column might remind the teacher to have a catalog and copies of order blanks available so a student is not delayed in accomplishing an activity while the teacher searches for a catalog or makes copies of an order blank.

In some cases, the term "Teacher Activity" may not be as appropriate as "Teacher Notes." For example, the skill(s) that are being developed by each student activity are noted under this column heading. The abbreviation (SD =) will refer to the skill(s) developed. Naturally, each activity that directly develops a skill is self-explanatory as to which skill is being developed. In such cases, no note to the teacher states the obvious. However, each activity that indirectly develops a skill or skills through a content area (i.e., social studies), specifies which skill(s) are being developed (i.e., reading, decision-making, interpersonal relations, etc.). This information appears under the "Teacher Activity/Notes" column. To eliminate writing out the name of the skill each time it is referenced, the following abbreviations are used:

L = Listening, S = Speaking, R = Reading, W = Writing, M = Mathematics, IR = Interpersonal Relations, and DM = Decision-Making.

Resources

This column features a few examples of materials that are relevant to a particular learning objective. For the most part these resources are available commercially. A few are teacher-made or available in the community. It bears repeating that neither this column, nor the bibliography, nor the Curriculum Guide, as a whole, are intended to supply an exhaustive, all-encompassing list of resources relevant to the stated objectives. Rather, they should be looked on as representative examples of some relevant materials that have been identified. Just as we emphasize that the resources listed in this Guide are not exhaustive, it should also be emphasized that they are examples and not prescriptions!

In some cases, an entire book may be relevant to a student activity. In other cases, only certain pages may relate. In the latter case, the book will appear under the "Resource" column with the appropriate page numbers referenced.

With the exception of the ESL student, for whom there is a separate Guide (see section on "Related Resources"), this Curriculum Guide is intended for use in all of Adult Education: basic, intermediate, and secondary (i.e., GED and high school completion), not just for Adult Basic Education.

Insofar as possible, there are at least three resources listed for an objective—one at a low readability level (grades 0-4), one at a medium readability level (grades 5-8), and one at a secondary level (grades 9-12). The readability level for each resource has been determined on the basis of the Fry formula and has been noted under the "Resources" column. For example, if the readability of a resource is at the 5th grade level, the notation after the publisher's name or page references looks like this: (RL:5). The only area in which no attempt has been made to establish the readability of the resources is math. In order to use the Fry readability formula, three groups of at least 100 consecutive words must be provided. This is very difficult to provide in math materials, even those with numerous word problems. However, in mathematics, as with reading and writing, the sequencing of the instructional objectives, in some measure, provides for natural leveling.

The attempt to supply three resource levels per activity is the only attempt made in this Guide to level. The Guide is unleveled as far as objectives and activities are concerned. Reflecting students' differential abilities through using resources of different levels to accomplish the same objectives and activities seemed to us a realistic way to deal with adult students. This statement is really truer for the content areas than for the skill areas. There is a "natural" progression or leveling of most of the academic skill learning objectives. For example, a student generally is taught to read for main idea and to add whole numbers before he or she is taught to read for inference or to compute using fractions.

PART III - Bibliography

This section of the Guide is devoted to a master bibliography, divided by content area and listed alphabetically by title. Although unleveled in format, the bibliography indicates the readability level (RL) of each material listed, as determined by the Fry formula. As the reader will soon discover, the bibliography is not a conventional one. We have not included some bits of information that are normally found such as the city and date of publication. Listing the city of publication was not considered necessary since the full address of each publisher referenced is contained in the Publisher's List that is Appendix B. Date of publication was not thought to be critical either because most adult educators order curricular materials through publisher's catalogs. Therefore, the only information given in the bibliography is 1) title of resource, 2) publisher's name, 3) readability, 4) asterisk if included under "Resources" column of the Guide.

At the risk of infecting this Guide with terminal redundancy, let us just remind the reader that this bibliography was never meant to be all-encompassing. Rather, materials listed in it fall into one of three categories: 1) materials that are listed under the "Resources" column of the objective charts (an asterisk after the readability level denotes materials in this category), 2) some materials that, while not listed under the "Resources" column of the objective charts, have been identified by the Task Force as being appropriate to one or more objectives within a major skill or content area, or 3) materials that are written for adult education service providers that address andragogy, the art and science of teaching adults. Listed here are selected resources on adult learning and adult learners to enhance and encourage continual professional development. This third category of materials, the professional bibliography, is separate in the master bibliography from the first two categories of student resources.

PART IV - Appendices

This last section of the Guide contains three appendices. Appendix A provides a complete listing of all of the instructional objectives covered in the Guide. Appendix B provides an alphabetical listing of publishers and their addresses. This will enable the reader to locate any of the publishers whose materials are referenced in the Guide. Appendix C contains a list of 100 of the most commonly misspelled words referred to in the Instructional Objective on spelling in the Writing section of the Guide.

PREPARATORY INFORMATION

RELATED RESOURCES

Various other resources have been developed, all of which have as a common goal the assistance of the adult learner and educator. We feel it helpful to mention several of these at this time.

APLAMP Teacher's Guide

This Guide was developed by Ann Laquey and Maggi Miller of the Region XIII Education Service Center in Austin, Texas. This Title IV-C Special Project served to provide technical assistance to special education teachers in the service area. The focus of APLAMP was to aid sites in using and adapting the Adult Performance Level (APL) assessment and curriculum materials to the often unique needs and abilities of special education students. The APLAMP Project was funded by the Texas Education Agency from 1979 to 1982. The product of the Project was a comprehensive teachers guide entitled The Adult Performance Level Adaptation and Modification Project (APLAMP): A Guide to Functional Competency for Secondary Handicapped Student Programs. Although written specifically for secondary special educators, the activities and resources suggested in the Guide are applicable to many adult learners as well. For further information, contact Ann Laquey at Education Service Center, Region XIII, 7703 N. Lamar, Austin, TX 78752, 512/458-9131.

CBAE Manual

Also stemming from the Adult Performance Level Project, primarily the Competency-Based High School Diploma Program, came another resource entitled The Competency-Based Adult Education Manual. It was developed at The University of Texas at Austin under a contract with the Texas Education Agency. This manual is divided into three levels of difficulty. Level I includes the traditional basic skills of speaking, listening, reading, writing, and mathematics. Level II discusses "Functional Life Skills Competencies." Level III focuses on Competency-Based Adult Education (CBAE) High School Diploma Credit Assessment. The first two levels are further subdivided into the categories of intake, diagnosis, prescription, instruction, evaluation, and documentation. Also included in this manual are the exit level objective specifications for reading, writing, and mathematics as evaluated by the Texas Assessment of Basic Skills (TABS).

For further information contact:
The Texas Education Agency
Division of Adult and Community Education
201 East 11th Street
Austin, TX 78701
512/834-4266

ESL Teachers Guide

The Adult Education Curriculum Guide that you are currently reading is intended for use with adult learners at all levels—from the most basic through high school completion—with the exception of the ESL student. The reason for this is that a separate Guide was written specifically for ESL as part of a 310 Special Project which was completed in late 1983. The following description of the Adult Education ESL

Teachers Guide is adapted from the Introductory Section of the Guide:

This manual is intended to be a survival guide for newly assigned teachers who have had little or no preservice training in teaching English as a Second Language (ESL) and who do not have access to such training prior to being assigned. It is not intended to replace preservice or inservice training and those who use it should avail themselves of such training as soon as possible.

Although it is not intended primarily for the trained teacher, it contains many ideas and suggestions which the experienced teacher may find helpful.

The manual is designed as a self-instructional guide to be used prior to and during the initial stages of learning to teach. It is intended that a large part of the orientation will occur as a natural part of actually preparing and teaching ESL lessons. The fundamental skills of conducting ESL lessons as you teach will be developed if the guide is carefully followed.

The manual contains a set of beginning lessons and intermediate level lessons which can be used for the first twenty to thirty hours of instruction in an ESL class. These lessons form the basis for the teacher training part of this manual. They are accompanied by detailed instructions which will help in using the basic techniques for teaching ESL.

The format of the ESL lessons has been purposely made similar to that of many commercially available programs so that upon completion of the training materials, one can readily apply the skills gained in teaching from the lesson materials that your center, college, or school district has chosen to purchase. Thus the ESL lessons in this manual are only prototype lessons used for the purpose of introducing various techniques and principles of teaching ESL.

In addition, the manual contains a section on teaching the nonliterate adult, which includes several lessons for developing basic reading and writing skills.

A selected bibliography of ESL materials is presented at the end of the manual to assist in choosing appropriate materials.

Contents

SECTION I presents a general orientation for the teaching of ESL. It will also answer many questions concerning setting up a program and actually teaching a class. This section should be examined carefully before proceeding to prepare and teach the lessons.

SECTION II contains beginning ESL lessons which the teacher can use for actually teaching the class. These lessons are accompanied by the teacher training materials for each lesson. The teacher should work through these materials in preparation for teaching each class.

SECTION III contains intermediate level lessons introducing additional techniques for developing listening, speaking, reading and writing skills. Each lesson attempts to present a different strategy for developing one or more of these skills. This section can be used either as a text for starting an intermediate course, or as supplementary lessons for adding variety to teaching. Each lesson is intended to stand by itself and does not depend on the previous section for its success.

SECTION IV deals with nonliterate adults. It provides some guidelines for working with them and contains a series of lessons for developing basic reading and writing skills.

SECTION V is an annotated bibliography of selected ESL materials for adults. It is divided into several subordinate areas relating to different types of programs or different needs.

For additional information, contact Dr. Mark Walsh, Texas A&I University, Kingsville or The Texas Education Agency, Division of Adult and Community Education referenced before.

TRENDS

What is TRENDS?

TRENDS is a statewide dissemination project in adult education. It is funded by the Texas Education Agency, Division of Adult and Community Education.

The information and services provided by TRENDS assist adult education directors, teachers, aides, counselors, and volunteers in the following ways:

- keeps adult educators aware of innovations in Texas and in the nation
- links the researchers, developers, and users of adult education materials and techniques
- helps encourage the proper use of resources
- strengthens the ties among education programs in Texas
- supports the efforts of adult education programs throughout the state

How Does TRENDS Work?

Cadre members, representing large regions in Texas, serve in an advisory capacity. In addition, directors have identified personnel to act as liaison persons between local programs and the cadre. The liaison persons assist in dissemination and keep the cadre aware of specific needs. These dedicated educators work together to identify resources and demonstrate materials. A periodic newsletter, TRENDSETTER, informs all adult education personnel of events, resources, and services.

How Can TRENDS Help?

TRENDS has compiled a comprehensive catalog of resources in the following areas:

- Program Development—Recruitment, retention, evaluation
- Staff Development
- Counseling
- Curriculum—Language arts, mathematics, science, social science, and life coping skills
- Community Education

All adult education directors, cadre members, and liaison persons have copies of the catalog available for use by the local staff.

TRENDS, located at Education Service Center, Region II, Corpus Christi, serves as the clearinghouse for samples of abstracted materials. Specimen copies are available on one-month loan for preview.

How Can I Be Involved?

TRENDS is designed to provide direct service to the adult education practitioner. You, as an adult educator, have the opportunity to be actively involved in the TRENDS Project in the following ways:

- IDENTIFY the project representatives for your area.
- LOCATE a TRENDS catalog and read the abstracts.
- ORDER materials for preview from the TRENDS clearinghouse in Corpus Christi.
- READ the TRENDSETTER newsletter.
- SHARE teacher-made materials with TRENDS. The project will reproduce the materials and make them available for circulation.
- WRITE or call the TRENDS Project when you are seeking information about adult education.
- TELL others about the services provided by the TRENDS Project.

For additional information, contact:

TRENDS Project
Education Service Center, Region II
209 N. Water
Corpus Christi, TX 78401
512/883-9288

Computer-Assisted Instruction for Adults

The decision to include a discussion of computer-assisted instruction (CAI) in the preparatory section of this Guide instead of simply incorporating CAI materials under the "Resources" column of the respective content areas was made for two reasons. First, CAI is a relatively new topic for discussion in adult education. As such, there probably needs to be a brief introduction to the medium itself. In addition, the content of actual CAI materials can be discussed in greater detail if a separate courseware* section does not follow the same organizational constraints as the rest of the Guide. Second, it is recognized that many adult education programs do not have access to a microcomputer. Referencing the CAI courseware among the printed materials could be a potential source of confusion and frustration for those programs.

The next few pages are devoted to 1) a discussion of the various attributes and constraints of CAI as well as the characteristics of the four types of CAI, 2) a description of several CAI materials that have been identified** and 3) a form with which to evaluate courseware.***

It is important to recognize that CAI is not a magical panacea that is going to revolutionize the field of education. It is simply one more tool to add to those already in use.

MICROCOMPUTER ASSISTED INSTRUCTION ATTRIBUTES AND CONSTRAINTS

ATTRIBUTES

Individualized
Self-Pacing
Immediate Feedback
Track Student Progress
Easy to Update
Simulations
Color
Graphics

---

*Courseware is computer software that is instructional.

**The first two items are reprinted by permission of the staff of a Section 310 project that spent the past year collecting, evaluating, and using computer-assisted instruction for undereducated adults. For additional information, contact:

Stanley P. Brown, Jr., Coordinator
Aquidneck Island Adult Learning Center
Newport School Department
Office of Continuing Education
Mary Street
Newport, RI 02840
401/847-2100

***The evaluation form was reprinted by permission of MASS, the Massachusetts Adult Software Specialists who have also devoted the past year to CAI evaluation. For additional information, contact:

Linda Faria Braun
Department Head
"Open House" Adult Learning Center
837 North Main Street
Brockton, MA 02401

CONSTRAINTS

Highly Verbal
Not for Large Groups
Extensive Planning
Attention to Detail

Slow Production
Expensive to Start
Maintenance Expense
Author Training Needed
Possible Computer Anxiety
(see below)

COMPUTER ANXIETY

The microcomputer may be introduced to a class as a whole with an explanation, set of rules and regulations, and demonstration; or instructed on an individual basis with an introductory program.

Remember all of the characteristics of the adult learner. There are those who are excited about the opportunity to try computing, those who feel it is for the younger generation, and still others who think you must have typing skills.

Often the best approach is to sit the student down at the computer with an introductory program that is very "friendly" and one that will give instant and personal success. Give plenty of time for the adult learners to reach out and strike the keys themselves. Avoid reaching in and striking a key to move the adult learner along.

As with all the other subjects the adult learner is guided through, the reaction will depend on prior experience.

After initial experience, use the adult's individual program of study to determine area of use, i.e., parts of speech, math drill, or reading development. When the adult learner is comfortable with the computer, the instructor can start to show the learner how the microcomputer turns on and off, how to handle and insert the disk and boot the program. After these experiences, some learners will be interested in how the computer works and what basic programming is.

CHARACTERISTICS OF THE FOUR TYPES OF CAI

Drill and Practice

Used to practice and refine an emerging concept
Repetitive, usually with increasing difficulty
Self-paced
Relatively easy to produce
Alternate forms of media might work just as well as computer

Linear Tutorials

Usually used to teach an entire concept
Sequential, with every student following same path
Self-paced
Relatively easy to produce
Alternate forms of media might work just as well as computer

Branching Tutorials

- Usually used to teach an entire concept
- Involves branching to accommodate variety of learners
- Self-paced
- Can be difficult to produce
- Computer usually the superior medium for delivery

Simulations

- Usually to refine emerging concepts and skills
- Individualized, but can involve teams of learners
- Usually resembles some "real world" event
- Can be self-paced but depends on what is simulated
- Usually difficult to produce
- Rarely anything superior to computer delivery

ENGLISH COURSEWARE

Name of Programs	Level	Comment	Distributor
Punctuation Series (1 disk) 1. Apostrophe 2. Comma 3. Period 4. Colon & Exclamation Point 5. Question Mark 6. Quotation Mark 7. Semicolon & Hyphen	ABE	Good drill for ABE students.	Fairway Software P. O. Box 106 Freeport, IL 61032
Picnic: Challenging Word Game	ABE	Good problem solving & spelling analysis; 2,300 words; good review for HSE.	Computer Skill Builders 3130 Dodge Blvd. Box 42050-A Tucson, AZ 85733
Basic English Skills-Parts of Speech (set of 8) 1. Nouns 2. Pronouns 3. Verbs 1 4. Verbs 2 5. Verbs 3 6. Adjectives 7. Adverbs 8. Conjunctions & Adverbs	HSE	Excellent tutorial series!	Britannica Computer Based Learning Encyclopedia Britannica, Educational Corp. 425 N. Michigan Avenue Chicago, IL 60611
English Grammar (2 disks: teacher & student)	ABE	Teacher can select parts of speech for student practice & reading level 2-8.	T.H.E.S.I.S. P. O. Box 147-E Garden City, MI 48135
English I English III	HSE HSE	Good for advanced GED students. Feedback excellent.	Follett, Library Book Co. 4506 Northwest Highway Crystal Lake, IL 60014

SOCIAL STUDIES COURSEWARE

Name of Programs	Level	Comment	Distributor
How to Read in the Content Area: Social Studies	ABE 4-6	Good remedial reading; short stories followed by questions.	Opportunities for Learning 8950 Lurline Avenue Dept. 1 Chatsworth, CA 91311

SCIENCE COURSEWARE

Name of Programs	Level	Comment	Distributor
How to Read in the Content Area: Science	ABE 4-6	Good remedial reading.	Opportunities for Learning 8950 Lurline Avenue Dept. 1 Chatsworth, Ca 91311
The Three R's of Micro Computing: The Glass Computer	7-9	Introductory computer literacy and basic programming.	MECC Distribution Center 3490 Lexington Avenue, N St. Paul, MN 55112

READING COURSEWARE

Name of Programs	Level	Comment	Distributor
How to Read in the Content Area: Literature	ABE 4-6	Good remedial reading.	Opportunities for Learning 8950 Lurline Avenue Dept. 1 Chatsworth, CA 91311
On the Job Communication	ABE 4-6	7 units of vocational literacy information.	Pyramid School Products 6510 N. 54th Street Tampa, FL 33610

MATHEMATICS COURSEWARE

Name of Programs	Level	Comment	Distributor
Basic Math Competency Skill Drills (set of 5)			
1. Tables 1-12 Rounding Whole Numbers, Decimals & Mixed Decimals	ABE 5-9	Good drill & practice; good explanations after 3 wrong answers; must use paper & pencil	Educational Activities Dept. 3-A P.O. Box 392 Freeport, NY 11520 (received backup copies with set)
2. Fractions: Addition, Subtraction, Multiplication & Division	6-9		
3. Converting Fractions & Percents Percent Word Problems	7-9		
4. Graphs, Mean, Median, Mode	7-9		
5. Area, Perimeter, Circumference	7-9		
QED Factoring Whole Numbers	All upper ABE & lower HSE	Excellent series; presentation is tutorial; good feedback.	Quality Educational Designs P. O. Box 12486 Portland, OR 97212
1. Factor & Exponents			
2. Primes & Exponents			
3. Highest Common Factor & Least Common Multiple			
QED Fractions			
1. Concepts & Equivalents	All upper ABE & lower HSE	Excellent series; presentation is tutorial; good feedback.	Quality Education Designs P. O. Box 12486 Portland, OR 97212
2. Division: Meaning & Measurement			
3. Multiplying Fractions			
4. Adding Fractions			
5. Mixed Numbers & Easy Division			
6. Inverting & Compound			
Speed Drills/Number Line	HSE	Tests speed & accuracy; gives score at end; excellent mind development of basic facts.	Scholastic Software P. O. Box 2002 904 Sylvan Avenue Englewood Cliffs, NJ 07632
Equations	HSE	Good; explanation given when error is made. Not tutorial.	Scholastic Software P. O. Box 2002 904 Sylvan Avenue Englewood Cliffs, NJ 07632

MATHEMATICS COURSEWARE, continued

Name of Programs	Level	Comment	Distributor
Algebra I	HSE	Excellent; good definitions. Can go forward or back to review; would have to be proceeded by instruction.	Scholastic Software P. O. Box 2002 904 Sylvan Avenue Englewood Cliffs, NJ 07632

MANAGEMENT COURSEWARE

Name of Programs	Level	Comment	Distributor
The Sage	All	Quiz prompter which allows teacher to create a quiz; complicated to use.	Jagstaffel Software 645 Brenda Lee Drive San Jose, CA 9512
Word Juggler IIe with Lexicheck	NA		Quark Inc. 2525 Evans Street Suite 220 Denver, CO 80219

*Evaluation of courseware done by staff of Aquidneck Island Adult Learning Center, Newport, Rhode Island - 310 Special Project, 1983-84.

In addition to the CAI materials identified by Aquidneck, our attention was called to the following CAI materials that were developed specifically for adults and that dealt with topics covered in this Curriculum Guide.

Name of Programs	Level	Comment	Distributor
Computer Assisted Instruction for Adults			
1. Reading (includes: main idea, remembering details, sequencing vocabulary development, following directions and drawing conclusions)	Levels I, II III correspond to grade levels 1, 2 and 3	Presently, only compatible with Apple IIe There are 15 programs, each containing one or more diskettes, some with interactive worksheets.	Kingsport City Schools 1701 E. Center St. Kingsport, TN 37664
2. Homonyms, Synonyms, and Antonyms	Same as above		
3. Parts of Speech (nouns, verbs, adjectives, adverbs, pronouns	Grade Level 3		
4. Punctuation (ending, comma, apostrophe, quotation marks)	Grade Level 3		
5. Capitalization	Grade Level 3		
6. Spelling	Grade Level 3		
7. Vowels	Grade Level 2		
8. Consonants	Grade Level 2		

Name of Programs	Level	Comment	Distributor
9. Life Coping Skills (writing checks, filling out voter registration forms and job applications, reading want ads, using the telephone in an emergency, reading medicine labels, understanding bills)	Grade Level 4 & up		
10. Whole Numbers - Place Value	Grade Level 3		
11. Whole Numbers - Addition & Subtraction	Grade Level 1 & 2		
12. Whole Numbers - Multiplication & Division	Grade Level 3 & up		
13. Decimals	Grade Level 4 & up		
14. Money	Grade Level 2		
15. Fractions	Grade Level 4		
The Steck-Vaughn Functional Reading Skills Series	Reading Level 2-4	Program progresses sequentially through seven reading skills: Following Directions, Locating the Answer, Getting the Facts, Detecting the Sequence, Using the Context, Getting the Main Idea and Drawing Conclusions	Steck-Vaughn Company Attn: Adult Courseware P. O. Box 2028 Austin, TX 78768

Name of Programs	Level	Comm[illegible]	Distributor
		The series of seven separate programs is compatible with the Radio Shack TRS-80 Models III, IV and Color Computer, the Apple II Plus and the Commodore 64.	

MASSACHUSETTS ADULT SOFTWARE SPECIALISTS

SOFTWARE EVALUATION FORM

PROGRAM TITLE:______________________________ SOFTWARE PRODUCER:________________________

Hardware Requirements:____

Cost, if known:____________________________ Includes Back up disk:______________________

Estimated Runtime: Per session________________________ Total program________________

Replacement Policy:__________________________ Can be copied:______________________

INSTRUCTIONAL PURPOSES AND TECHNIQUES (Check all that apply)

Appropriate Uses:

_____ABE (0-4); _____Pre-GED (5-8); _____GED (9-12); _____ESL; _____Pre-Voc.

Specific Subject/Skill Area____

___Basic Skill Remediation
___Skill/Knowledge Development
___Enrichment
___Learning Tool
___Administrative/Teacher Tool

___Drill and Practice
___Tutorial
___Game or Simulation
___Diagnostic/Prescriptive
___Other

INSTRUCTIONAL CHARACTERISTICS	Yes	No
Learning objectives are clear and worthwhile for adult learners.	___	___
Typical runtime is commensurate to educational value.	___	___
Tone of address is acceptable for adults.	___	___
Format is challenging, not frustrating.	___	___
Feedback is appropriate, useful, and timely.	___	___

CONTENT CHARACTERISTICS

Content is error-free and factually correct.	___	___
Difficulty level may be adjusted.	___	___
Presentation is logical and well-organized.	___	___
Vocabulary, concepts, and examples are relevant to adults.	___	___
Content can be changed or added by the instructor.	___	___
Content avoids ethnic, racial, or sexual discrimination and stereotyping.	___	___

TECHNICAL CHARACTERISTICS

	Yes	No
Documentation is concise, readable, and adequate.	___	___
Screen directions are concise, readable, and adequate.	___	___
Adult learners can operate program independently.	___	___
Program may be entered and exited with ease.	___	___
Management system required for program utilization.	___	___
A management or record-keeping system is built in or may be applied.	___	___
Program is user-friendly and apparently error-free.	___	___
Screen and/or text is readable and uncluttered.	___	___
Sound and graphics enhance the program; are not demeaning.	___	___
Rate and sequence of program operation can be controlled.	___	___

PROGRAM QUALITY SUMMARY

4 (high) to 1 (low)

____Instructional Characteristics
____Content Characteristics
____Technical Characteristics

RECOMMENDATIONS

____I highly recommend this program for use with adult learners.
____I would use this program, but with some reservations or changes.
____I would neither use nor recommend this program for adult learners.

Comments: (Strengths, weaknesses, suggested uses, training requirements, etc.)

____
____
____

Evaluator's
Name:______________________ Organization: ______________
Position:______________________ ______________
Date:______________

Evaluator's
Name:______________________ Organization: ______________
Position:______________________ ______________
Date:______________

Evaluator's
Name:______________________ Organization: ______________
Position:______________________ ______________
Date:______________

GETTING A FOCUS ON ADULT EDUCATION*

In attempting to determine the philosophical basis for adult education, it is vital and necessary to understand the adult. Many adult learners have not been able to acquire the skills and competencies necessary to solve the problems of daily living. However, each adult learner brings to the classroom an abundance of personal experiences and abilities. It is a challenge to the teacher to build learning experiences on the wide variety of life experiences which are brought together by these learners.

Adult education should be an organized means available to each learner for developing competencies which will not only help them to survive by meeting specific goals, but which are realistically related to their daily living problems and needs. The aim of adult education should not be to convert anyone to (or away from) a particular way of life, but to provide an environment for learning by organizing materials around the major concerns of human interest and needs. It is important that each adult learner participate in setting personal goals and expectancies. Learning develops as a consequence of satisfaction and rewards. Progress in learning should be confirmed by successes. The crucial point in adult education is that the learner sees that progess is being made in reaching goals.

It is usually considered that teaching and learning are two inseparable parts of a process, opposite sides of the same coin. Educators have recognized that learning is an active rather than a passive process for all ages. Adult learners reach out and stretch themselves to relate new experiences to previous ones. Individuals reorganize their thinking and express or unfold what is latent within themselves. Thus adults are aided in their lifelong process of growing, changing, modifying painful or exhilarating experiences by the process we call learning. The objective is to provide the climate and the atmosphere in which this teaching/learning can be promoted for lifelong development.

UNDERSTANDING THE ADULT LEARNER*

Upon entering the classroom, the beginning adult education teacher soon recognizes the characteristics of adult learners. One of the more obvious is the age and maturity of the students. The learning characteristics of adults require the teacher to make rapid and appropriate adjustments in methods, techniques and general approach.

Adult learners attend classes because they want to, not because there is a state law that requires their attendance. Motivated adults come to class because of an educational need. Each has a general idea of what that need is and a desire to meet it quickly. One of the initial tasks of the teacher is to further analyze the student's expressed needs in order to plan specific educational experiences which address those needs. The teacher will want to get to know the students and obtain information about individual educational backgrounds, home surroundings and occupations, as well as personal hopes and aspirations. Sincerity and a genuine interest in students is probably the greatest asset of an adult education teacher.

Adult learners have little time to waste because of numerous family, employment and personal reasons. They come with an impelling compulsion to learn as much as possible and to get on with the business of using their newly acquired skills. The teacher can help by breaking the subject matter into smaller units to give the student a sense of accomplishment. Second, learning experiences should be practical. Unessential and excessive theoretical preliminaries should be eliminated. Third, a good teacher will provide variety in approaches to teaching. Change in method stimulates interest and encourages student participation.

Adult learners are keenly sensitive to failure. Many may be in an A.B.E. class because of some academic frustration in childhood. They view their new attempt with an apprehension and insecurity which only a sincerely warm, patient and sympathetic instructor can dispel. Adult learners must be treated with dignity and respect. Praise and encouragement should be frequent and lavish.

This Guide is written from the point of view that your students are adults. They come to you with a wealth of experience and ability. It is important that they take an active role in developing their own learning programs. It is necessary that their learning activities be built on their own life experiences and abilities. Your role as teacher becomes that of a facilitator of learning. Your task is to help them identify needs, assess abilities, establish goals and objectives, plan learning activities, select the appropriate materials and resources, work through the learning activities and assess what has been learned and where each is going from there.

Adult learners may come to the learning center with two handicaps. They may have a physical handicap (poor eyesight, hearing problem, arthritis), or they may have difficulty with learning. Concentration on learning may be impaired because of personal problems at home, at work or with the everyday task of surviving. The adult teacher must be understanding and sympathetic to such sensitive areas, often serving as counselor for the adult learners.

The adult teacher sets the mood and example by being willing to learn from the students. Teachers of adult learners should also keep informed on the advances in research on adult learning, as well as the strengths and weaknesses in materials and texts. They should make a sincere effort to read professional journals for the wealth of information they contain. Attendance at meetings, symposiums, workshops and courses dealing with adult education are valuable for continuing professional improvement. Teachers should participate in professional adult education organizations in order to share ideas and concerns on the betterment of adult education.

It is a great responsibility, preparing a student for life, but few other callings provide as much personal satisfaction as helping others acquire the skills with which to lead a happier, more useful existence.

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*From Learning for Everyday Living, Indiana's ABE Curriculum Guide

SOME CHARACTERISTICS OF ADULT LEARNERS

1) Adults are teachers as well as learners.
    - They have more experiences to apply to the present.
    - They will know more about some topics than the teacher.

2) Adult learners are goal-oriented.
    - They are more ready for concrete experiences than for the abstract.
    - They are motivated by the immediate usefulness or relevance of the material to be learned.
    - They find little use for isolated facts. Instead, they want to move quickly to application to learning.
    - They need to see results of efforts, immediate gains and receive accurate feedback about progress.
    - They usually come to an education program on a voluntary basis and drop out if they do not see progress toward their goals. "Adult learners vote with their feet."*
    - Objectives should be important to the learner (often job-related).

3) Adults learning styles differ from children.
    - They are less flexible. Habits and methods of operating are developed into a routine pattern. They must see more advantage in the recommended change than what already exists before they will accept and incorporate the change.
    - They often have a slower rate of learning because of decreased reaction time, vision or hearing.
    - They may resist imposed topics and activities.
    - They more often prefer an informal learning atmosphere.
    - Individualization is appropriate because of diversity of knowledge and experience.

4) Adult learners are ego-involved.
    - They fear self-exposure, external judgment and ridicule.
    - They desire involvement in selection, content, and assessment of learning experiences.
    - They tend to be more sensitive to criticism and need much positive reinforcement.
    - Failure in a task may lead to defensiveness.

5) Adult learning is more affected by outside influences.
    - Adults often have multiple responsibilities that may interfere with learning.
    - They tend to reject facts and ideas that conflict with attitudes, beliefs and values.
    - They require a more constant, ideal learning environment (i.e., lighting, temperature, noise level).

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*"Characteristics of Adult Learners" by Barry Palmer, from The Pennsylvania ABE Handbook, 1980.

COMPETENCY-BASED ADULT EDUCATION (CBAE)

"CBAE has become the umbrella term for programs that focus on both an adult's academic skill needs as well as their life, societal, survival or coping skill needs."* For purposes of this Guide, we will use the definition of CBAE that emerged from the USOE Invitational Workshop on Adult Competency Education in 1978, "Competency-Based Education is a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

Because of the focus of national attention upon the APL Project which began in 1971, many people mistakenly assume that CBAE began at that time. This is simply not so. The process, if not the name, of CBAE had been going on for a long time. Evidence of this is contained in a definition of literacy presented by UNESCO in 1962—"The possession by an individual of the essential knowledge and skills which enable him or her to engage in all those activities required for effective functioning in his or her group or community and whose attainments in reading, writing and arithmetic make it possible for him or her to continue to use these skills toward his or her own and the community's development."

These definitions serve a purpose but are not all that useful and specific in aiding in CBAE program development. For this purpose, the following set of some of the major characteristics of CBAE instruction, much of which came from the book by John Boulmetis entitled Job Competency, should prove more useful:

CHARACTERISTICS OF COMPETENCY-BASED INSTRUCTION

1. The objectives of instruction must be presented up front, in a manner that fully explains the exit behaviors expected of the learners.
2. The methods and criteria for determining learner achievement of those objectives also must be stated explicitly.
3. The instruction must provide the learners with alternative modes for reaching those objectives.
4. The measures for learner assessment are criterion-referenced rather than norm-referenced.
5. Competency-based instruction is developed around some form of job or task analysis.
6. Needs assessment should be heavily emphasized.
7. A continuous evaluation-feedback-adjustment cycle is a basic part of instruction.
8. The instruction should be individualized.
9. The amount of time needed to achieve a competency should be variable, and only the criteria of achievement should be constant.

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*From Introduction to Rhode Island Curriculum Guide for Adult Educators: High School Level Competency-Based Format.

10. Some level of agreement must exist between the learners and the instructor to the degree that these objectives, criteria, and alternative modes are appropriate and acceptable.

Besides focusing national attention upon the magnitude of the problem of functional illiteracy (over one-half of the adult population of the U.S.), one of the most profound contributions to come from the aforementioned APL Study was a framework by which to define and measure the problem and, in turn, to propose ameliorations, if not solutions. The framework was one by which the academic skills needed by adults could be taught in the context of the content areas in which they were used every day so as to assure that these skills were both relevant and immediately usable. This structure made it much easier for educators to develop materials, manage record keeping and document progress to increase accountability. For one of the first times, there were fairly comprehensive, comprehensible, concrete, measurable objectives known to both learner and learning facilitator. This framework or "definition" of adult functional competency was the application of a set of skills (reading, writing, speaking, listening, viewing, computation, problem-solving and interpersonal relations) to the content areas in which they are typically used every day (Consumer Economics, Occupational Knowledge, Health, Community Resources and Government and Law). This two-dimensional conceptualization of adult literacy is depicted by the following matrix with *one* of the *many* possible applications of a skill to a content area included in each cell of the matrix.

Using this framework, the academic skills are not ends in themselves but are *means* to an end. For example, a *functional* competency objective would not be "reading for detail," per se. The objective would be reading for detail *for a reason*, perhaps to understand a pamphlet from the Better Business Bureau. In an attempt to inculcate this concept of revelance throughout this Curriculum Guide, a memo sent to the Adult Education Curriculum Guide Revision Task Force exhorted "those of you who are revising any of the academic skill areas (listening, speaking, reading, writing or math), please make a special effort to revise the Guide and suggest materials to place a special emphasis on *applying* the academic skills to a functional context which adult learners could readily relate to their everyday lives." We want to take this opportunity to urge the users of this Guide to keep this important element in mind *and practice it* as you work with your adult students. In an effort to "practice what we preach," we would like to point out again that the skills developed via the various learning objectives are listed under the "Teacher Notes" column for each activity.

It hopefully has become apparent by now that a significant pattern is emerging—a high correlation between many of the characteristics of adult learners and of the characteristics of a competency-based instructional system. The compatability of the two often leads to the conclusion that CBAE is a good process to use to effectively and meaningfully teach adults basic academic as well as life coping skills. The following chart offers a graphic depiction of the correlates between adult learner characteristics and preferences and characteristics of CBAE instruction.

APL MODEL OF FUNCTIONAL COMPETENCY

	Consumer Economics	Occupational Knowledge	Health	Community Resources	Government and Law
Reading	Reading labels on canned foods	Reading a newspaper help-wanted ad	Reading a health insurance policy	Reading a newspaper	Reading a ballot
Writing	Writing the BBB about a complaint	Writing a résumé	Writing an excuse when your child is absent	Writing for hotel reservations	Writing a will
Speaking, Listening, Viewing	Listening to an advertisement on the radio	Explaining what you do for a living	Telling symptoms to your doctor	Calling for hotel reservations	Discussing why to vote for someone
Problem-Solving	Determining a best buy	Deciding whether to ask your boss for a raise	Deciding which form of birth control to use	Determining if a trip is feasible (time & money)	Making a decision as a juror
Inter-personal Relations	Exchanging an item in a store	Getting along with co-workers	Getting a second opinion from a doctor	Calling for information about a service	Pleading your case before the traffic court
Computation	Figuring the unit price of a grocery item	Calculating your overtime pay	Finding how much fever a person has	Calculating the cost of a night out	Filling out a 1040 form

Characteristics of Adult Learners	Characteristics of a Competency-Based Instructional System
They desire involvement in selection, content, and assessment of learning experiences.	Objectives, methods, and criteria of achievement must be stated explicitly.
They may resist imposed topics and activities. They desire involvement in selection, content, and assessment of learning experiences.	Learner must agree that objectives, criteria, and methods are appropriate and acceptable.
Objectives should be important to the learner. They are more ready for concrete experiences than for the abstract. They are motivated by the immediate usefulness or relevance of the material to be learned.	Instruction must be meaningful and useful.
They find little use for isolated facts. They want to move quickly to application of learning.	
They will know more about some topics than the teacher.	Needs assessment should be heavily emphasized.
Individualization is appropriate because of diversity of knowledge and experience.	Individualized instruction.
They are less flexible in learning styles. They more often prefer an informal learning atmosphere.	Instruction must provide alternative modes by which to learn.
They need to see results of efforts, immediate gains and receive accurate feedback about progress.	A continuous evaluation-feedback-adjustment cycle should be built in.
They have variable abilities and experience and often have a slower rate of learning.	Time should be a variable; criteria of achievement should be the constant.

STUDENT DIAGNOSIS, PRESCRIPTION AND EVALUATION

Every complete instructional program consists of diagnosis, prescription, instruction and evaluation. When planning the format and content of this Curriculum Guide, consideration was given to whether all of these elements should be incorporated into the discussion of each learning objective. The decision was made to limit the scope of this Guide to reflect the instructional component since it is, after all, a curriculum guide, not an all-encompassing guide to adult education programming. At the same time, we felt recognition should be given to the fact that before meaningful instruction can be given, accurate and adequate diagnosis must precede it and placement (prescription) follow based on this diagnosis. Just as important is accurate evaluation following instruction to verify that learning objectives have been met. To recognize the importance of diagnosis, prescription and evaluation, we decided to discuss them together in this section of the Guide, giving examples of diagnostic/evaluative instruments, whenever possible. As with the curricular resources named in this Guide, the assessment resources given should not be looked on as necessarily the best nor recommended. They are simply examples of credible tools with which to work.

Whenever possible, criterion-referenced assessment instruments should be used instead of the more plentiful norm-referenced measures. The difference is essentially this: Norm-referenced measures depend upon a relative standard of quality. Persons are rated by how well they perform relative to others who have taken the test. It may or may not say anything about real competence or mastery of an objective; it may only say how competent they are on an objective compared with their peers. Criterion-referenced measures, on the other hand, depend upon an absolute standard of quality. In other words, scores are based on a pre-established level (criterion) of competence that is not dependent upon how others may score. Unfortunately, there are many more norm-referenced tests available than criterion-referenced and this will be reflected in the examples of assessment instruments given for each skill/content area of this Curriculum Guide.

Some teachers rely heavily on standardized tests while others rely more on informal measures. Some teachers do not provide any assessment at all for fear that "testing" students is harmful and causes students to drop out of a program. Longnion and Gillis argue that "testing" can always be positive if a student is given the following:

1. A rationale for taking the test (why is it important? How will it help the student?)

2. An overview of what will occur, so the student has an idea of what to expect

3. A "reasonable" test (one that is not frustrating to the student. The student needs to be able to demonstrate some strengths on a test as well as weaknesses)

4. Receive immediate feedback. Feedback should be given on positive performance first, then areas of weakness should be sensitively reported.

5. A plan of action for future learning. The teacher should reassure the student that the information will be used to provide instruction to meet his or her goals.

What a teacher needs to know about a student depends on what the student's goals are. Someone wanting to learn to read better to pass the GED test may warrant different investigations than someone wanting to learn to read the Bible.*

The following chart provides some examples of diagnostic/prescriptive/evaluative instruments that measure the various skill and content areas of this Guide.

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*Longnion, B. and Gillis, M., Handbook for Teaching Reading to the Adult Basic Education Student, pp. 36-37.

SKILL/CONTENT AREA	DIAGNOSTIC/PRESCRIPTIVE/EVALUATIVE INSTRUMENTS
Listening	Brigance Comprehensive Inventory of Basic Skills* (Curriculum Associates)
Speaking	Brigance Comprehensive Inventory of Basic Skills* (Curriculum Associates), Teacher observation
Reading	Brigance Comprehensive Inventory of Basic Skills* (Curriculum Associates), Tests of Adult Basic Education (McGraw-Hill), Woodcock Reading Mastery Tests (American Guidance Service), The Reading Progress Scale (Revrac), Baltimore County Design Test (Cambridge), Diagnostic Pre-Tests for GED Instruction: Book 4 - Reading Skills (Contemporary), Evaluative Post-Tests for GED Readiness: Test 4 - Reading Skills (Contemporary), GED-100 (Steck-Vaughn)**
Writing	Brigance Comprehensive Inventory of Basic Skills* (Curriculum Associates), Tests of Adult Basic Education (McGraw-Hill), Diagnostic Pre-Test for GED Instruction: Book 1 - Writing Skills (Contemporary), Evaluative Post-Tests for GED Readiness: Test 1 - Writing Skills (Contemporary), GED-100 (Steck-Vaughn)**
Mathematics	Enright Inventory of Basic Arithmetic Skills* (Curriculum Associates), Tests of Adult Basic Education (McGraw-Hill), Michigan Prescriptive Program (also taps English) (Ann Arbor Publishers), Diagnostic Pre-Tests for GED Instruction: Book 5 - Mathematics (Contemporary), Evaluative Post - Tests for GED Readiness: Test 5 - Mathematics (Contemporary), GED-100 (Steck-Vaughn)**
Decision-Making	Judgment of Occupational Behavior - Orientation (JOB-O) (CSKR Career Materials), Teacher observation
Interpersonal Relations	Program for Assessing Youth Employment Skills (PAYES) (Cambridge), Teacher observation

SKILL/CONTENT AREA	DIAGNOSTIC/PRESCRIPTIVE/EVALUATIVE INSTRUMENTS
Consumer Economics	APL Assessment (HBJ), Consumer Economics Content Area Measure***
Occupational/Educational Opportunities	APL Assessment (HBJ), Occupational Knowledge Content Area Measure,*** Differential Apptitude Test (Psychological Corp.), Kuder DD Vocational Interest Test (Science Research Associates), Career Occupational Preference System (COPS) (EdITS), Career Ability Placement Survey (CAPS) (EdITS), General Aptitude Test Battery (GATB) (U.S. Dept. of Labor, G.P.O.), Judgment of Occupational Behavior-Orientation (JOB-O) (CSKR Career Materials)
Science/Health	APL Assessment (HBJ), Health Content Area Measure***, Diagnostic Pre-Tests for GED Instruction: Book 3 - Science (Contemporary), Evaluative Post-Tests for GED Readiness: Test 3 - Science (Contemporary), GED-100 (Steck-Vaughn)**
Social Studies	Government and Law Content Area Measure,*** APL Assessment (HBJ), Diagnostic Pre-Tests for GED Instruction: Book 2 - Social Studies (Contemporary), Evaluative Post-Tests for GED Readiness: Test 2 - Social Studies (Contemporary), GED-100 (Steck-Vaughn)**

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* The materials that have one asterisk beside them (The Brigance Comprehensive Inventory of Basic Skills and the Enright Inventory of Basic Arithmetic Skills) were included because they were thought to be very good. However, the word "comprehensive" used to describe them is an understatement. Most personnel looking at these two notebooks without really reviewing the subsections and depth of diagnostic information that can be gained from them (i.e., one can see not only what items were missed and why but what weaknesses a student displays by incorrectly answering the way he/she does), would be intimidated by their volume. Realizing this we have included mention of these instruments for the strong-hearted among you but have also named other assessment instruments or methodologies which also focus on the same skill and/or content areas.

** The new GED-100 diagnostic program from Steck-Vaughn is computer-assisted.

*** The Content Area Measures are no longer in print. However, many sites still have some. Existing supplies present good sources with which to assess the content areas.

COMMERCIAL, TEACHER-MADE, AND COMMUNITY MATERIALS

Commercial Materials

Commercial material is any item written, manufactured, and promoted by publishing companies. Typically, this encompasses worktexts, audiovisuals, and computer courseware. When this Curriculum Guide was last revised in 1973, very few commercial resources were available that dealt with functional competencies, life coping skills, and the application of the traditional academic skills in the context of the real life situation in which they are used every day. This is certainly no longer the case. The problem now is not a dearth of such material but such large numbers of them that the adult educator must take care in separating the good from the poor. Guidelines for the selection and evaluation of such materials will be presented in the next section of this Guide. Commercial materials are most often listed under the "Resources" column of this Guide because they are more generally accessible to everyone than are the next two categories of materials—Teacher-Made and Community.

Teacher-Made Materials

Teacher-made materials are any study guides, worktexts, activity cards, or lesson plans developed by the teacher and not available commercially. The creation of original instructional materials is encouraged for several reasons. First, for any project/program to succeed, there must be a sense of ownership and investment by the individuals most directly involved in its implementation. Instructional materials, no matter how brilliantly planned and developed, have no chance of success unless they are used. We tend to most readily understand and use those things that we have helped to create, hence, the first reason for suggesting the use of teacher-made materials. The second reason is that no publisher, no matter how well intentioned and knowledgeable, knows the needs, learning styles, learning preferences, aptitudes, and weaknesses of individual students like their teacher. After failing to "get through to" a particular student on a certain subject for countless hours using traditional means, teachers know the satisfaction, if not the exultation, of witnessing mastery if a material they have developed is able to get the point across at long last. The third reason for using teacher-made materials is that they often are less expensive than commercial ones. They may not be as aesthetically pleasing but can still send a very ample message. A fourth reason to use teacher-made materials is to fill in the gaps between what exists and what a student may need. Very comprehensive series exist, but not everything can be expected to be put into one instructional series. If an identifiable gap occurs or if trying to meet an immediate need by ordering a material would mean losing a teachable moment, teacher-made material can come to the rescue.

The foregoing reasons for developing and using teacher-made materials stand even when good commercial materials are available. We suggest them, however, not to supplant but to supplement, enhance, and provide increased variety. The following pages* should help to give you ideas with which to design your own supplementary materials.

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* Reprinted by permission from A Closer Look at Books: Selecting and Evaluating Materials for Adult Education.

After you have evaluated your texts and selected the ones most appropriate for your program, you may find that they do not meet all your needs with all your students. Thus, it will be necessary for you to design your own supplementary materials.

Once you have decided which section of the text you are supplementing, make a note of it on the supplemental lesson sheet. This will help your students understand how this exercise relates to the text and curriculum. It also helps you keep records of the exercises you write, and you can then have them on hand for future classes or for individual students who need extra help.

RESOURCES

Resources for supplemental materials are abundant. Class exercises can be designed from almost any freely distributed reading or graphic material.

Math exercises can be developed from:
1. Grocery ads
2. Catalogs
3. Bills
4. Advertisements

Reading exercises:
1. Newspaper stories (main idea, supporting detail)
2. Editorials (fact and opinion)
3. Advice columns (cause and effect, values clarification)

Social studies:
1. Magazine articles about current events or social problems
2. Maps

Science:
1. Pamphlets from health organizations
2. Directions for using chemicals in the home

Anything that can be read and evaluated can be made into a supplemental lesson.

PURPOSE

Second, take a moment to determine your purpose for writing this supplemental lesson because different purposes require different designs. If it is instructional, it will need class directions and examples, then practice exercises. If it is reinforcement, it will need examples, a page reference for instruction, and many practice exercises. If it is evaluative, then it will need clear instructions and exercises which are similar to those the students have studied.

DIRECTIONS

Set aside a clearly marked area for directions. They are extremely important for these students who need to know exactly what to do. Instructional materials should have the directions which explain the process involved in finding a solution, carefully outline the procedure step by step, and have an example. Reinforcement materials should briefly review the process and give an example or refer the students to the pages in their texts where they can find examples. Evaluative exercises should give clear directions on exactly how to indicate the correct answer.

The lessons should be clearly printed on the page and the exercises numbered for easy reference during grading, consulting or discussing. Instructional materials need some practice of every skill or concept building from:

1. Simple to complex
2. Concrete to abstract
3. Known to the unknown

REINFORCEMENT EXERCISES

Reinforcement materials need more exercises. Consider, too, the order of presentation for reinforcement exercises. An introductory reinforcement exercise would follow the same procedure listed above for instruction. A review reinforcement exercise would mix the various concepts or skills in the same way the problems would be mixed on a test.

EVALUATION EXERCISES

Evaluation exercises should be presented in the same way the reinforcement exercises are. It is unfair for a student to practice and review a lesson one way and be tested in a completely different way. Each question should be coordinated with a specific part of the text or teacher-made instructional materials. This guarantees that no new skill or concept for which the student is unprepared has been brought into the test situation.

ANSWER KEYS

Separate answer keys can be handed to the students as soon as they finish, allowing them to grade their work. Depending on the extent of your individualization, the keys can be simple answers or can include explanations indicating why certain answers are correct and others are not. If the exercises have a mixture of skills or concepts, a chart can indicate which questions refer to which skill. All answer keys should indicate where the students should turn for additional information or practice.

Next, the answer key should indicate a success standard that usually ranges between 80 to 95% correct. Then there should be indicators which will tell the students who did not achieve that level where they can review the problems they missed. And then add an indicator to show them how to proceed after their review.

Finally, go through your supplemental lesson once more and evaluate it the same way you would evaluate a text. Look at its scope, sequence, readability, type size and clarity. Then test it on a group of students. Ask them to paraphrase the lesson's objectives, directions, problems and success rate. If they can do that easily, then they will be likely to do the lesson itself without difficulty.

Community Materials

Community materials are locally available resources that enable or facilitate learning.

SCOUTING THE COMMUNITY FOR LEARNING MATERIALS*

The teacher who is implementing coping skills concepts often has difficulty finding appropriate teaching resources. This article provides suggestions for both the collection and development of materials for implementing the performance objectives.

Materials with which the adult comes into contact in the community are often the most helpful in teaching coping skills. Banking forms (deposit slips, checks, loan applications) are easy to obtain. Many banks offer free pamphlets concerning money and credit. Better Business Bureaus offer a wide range of pamphlets on business topics. Your Legal Aid or Legal Services Organization may offer free or inexpensive booklets about legal rights. Many organizations publish materials which describe their services and qualification criteria. State agencies offer booklets and pamphlets in the content areas which they serve.

County extension agents have free and inexpensive material covering a wide range of topics, from nutrition to food packaging to when stores have sales. One visit to a local extension office will yield a tremendous volume of usable material, as well as suggestions for use.

Magazines provide a wealth of articles related to coping skills—especially magazines which can be purchased at the supermarket checkout counter. These articles would be useful in teaching the areas of Health, Consumer Economics and Community Resources.

One of the best moves an adult teacher can make is to get on the mailing lists of the Superintendent of Documents (Washington, D.C. 20402) and Consumer Information (Pueblo, Colorado 81009). These two offices will send you periodic bulletins listing available published material which is either free or inexpensive.

Even profit-making organizations often publish free or inexpensive material useful for teaching in coping skills areas. Proctor and Gamble offers free filmstrip/cassette tape packages on advertising, comparison shopping, child care, etc. Household Finance Corporation's Money Management Institute, Credit Union National Association (CUNA) and the Institute of Life Insurance offer booklets on money and credit topics.

As a coping skills teacher, you should constantly be on the lookout for materials. You will discover materials in all kinds of places, from the supermarket to the gas station to your local pizzeria. The newspaper is one resource you should never neglect. It contains rich resources of teaching materials for: (1) consumer economics (grocery ads, sale ads, money management tips, coupons); (2) occupational knowledge (help wanted ads); (3) health (recipes, nutrition articles, tips on dieting and child care); (4) community resources (free concerts, what's on at the movies, what the local Lions Club is doing, travel and school information); and (5) government and law (the latest Supreme Court decision on individual rights, income tax information, samples of ballots). You should be able to find at least one teaching resource in the newspaper every day.

The reading level of materials used in A.B.E. classes is a problem. Often the content is useful, but the reading level is far too high. You will need to adapt these materials to make them useful for instruction. In attempting to lower the reading level of a material, keep two main variables in mind: (1) the number of syllables in words (the fewer the syllables in a word, generally, the easier it is to read); and (2) sentence length. One- and two-syllable words in short sentences without subjunctive clauses constitute materials with low reading levels. Other ways to help basic readers are to include illustrations and diagrams, adequate spacing (the smaller and closer together the type, the more difficult to read) and short passages or paragraphs.

Involving the learner directly in the content is another way to increase comprehension. For instance, by providing learners with actual statements, cancelled checks and check registers so that they can do the calculations, the exercise of balancing a checkbook will become more relevant. Another way of making materials more useful to the low level reader might be preliminary vocabulary work.

Although math adaptation is a difficult job, adult educators have at least one advantage: our adult students already have internalized many of the mathematical concepts (e.g., that our money system is based on 10's when teaching manipulation of decimal figures). The higher the associative value of a material, the quicker it is learned. Therefore, using everyday materials to teach skills makes sense for adults.

Resource people often are a great help in teaching the performance objectives in the adult classroom. These people can come from many vocations (and avocations) and are an ideal source for the initial transmission of information which can then be discussed. Don't neglect the resource people who are in your classroom. The A.B.E. student who is a mechanic or a grocery store clerk has a wealth of information to tap when teaching coping skills.

One way of practicing newly found skills which apply to the general knowledge areas is to use problem situations. Sample budgets may be developed from hypothetical income figures. Specific job qualifications may be used to determine which job to apply for. Such activities may involve reading, writing, speaking, listening, viewing and computation, as well as interpersonal relations and the problem solving process. Students are thus developing coping skills information which can be applied to their own lives.

One way of organizing learning materials is by means of activity packets. The container can be a brown accordion folder or loose leaf notebook (envelopes could be punched with three-ring holes to hold loose tapes or manipulative devices). These packets could be organized and color coded for different levels of learners. They also could be organized around performance objective numbers (a packet for CR-5) or around topics (a packet for learning to buy food economically). As reference materials are gathered for the activities in the Curriculum Guide, they could be coded by objective, activity and level. Instruction cards could be inserted, so that the learner could progress with minimal teacher supervision. The learner should check with the teacher for periodic progress evaluation or when problems arise.

These are only a few of the ways that life coping skills objectives can be taught. As a teacher of coping skills, life education, APL concepts or whatever you choose to call it, your own creativity and innovation will be extremely important. Using your creativity to its fullest will go a long way toward helping you meet the goal of having your adult classroom or learning center filled to capacity.

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*Deborah S. Stedman, Education Specialist, Texas Education Agency, Austin, Texas.

To facilitate the remembering and collection of community materials, the following chart often proves useful in identifying where in the community teachers and students may go for materials and information on various topics. The following charts divide these topics into the five APL content areas. To provide the quickest assistance, this chart has been filled with numerous examples. There is no doubt the chart can and should be vastly expanded to encompass the many additional resources in each community. For this purpose, you are encouraged to use the blank chart that follows the filled one.

Adapting Community Materials

After community materials have been gathered, their immediate usefulness needs to be determined. Some materials, written on a low or intermediate level, are usable as is with most students. Others, written at a high level of difficulty, are not immediately useful without lowering their readability. After you have collected some community resources,

1. Determine their readability
    a. The Fry Readability Formula is one of the more frequently used tools with which to assess readability. It is based on the average number of words and syllables taken from three samples of a text and the use of a simple graph. The Fry formula can determine the reading level of materials for grades one through college. Since the Fry formula is quick and simple to use and most reading experts agree that it is relatively reliable, the reading levels of all the materials listed as resources in this Curriculum Guide were assessed using the Fry formula. To provide the users of this Guide with the easy-to-use formula, the specific instructions and a copy of Fry's Graph are on the following three pages.

    b. For a more thorough readability analysis,
        1. Provide three 100-word passages—one from the beginning, one from the middle, and one from the end of a material. Type line for line as it appears in the text.
        2. Title
        3. Author
        4. Publisher
        5. Send items 1-4 above to:

            Anna Peterson, Director
            TRENDS Project
            Region II Education Service Center
            209 N. Water
            Corpus Christi, TX 78401
            512/883-9288

            TRENDS will send you the readability results based on the following nine formulas: ARL, Coleman, Dale-Chall, Flesch, Flesch-Kincaid, Fog, Fry, Homquist and Powers.

2. If the readability of a material is too high for the needs and abilities of your students, the following are some suggested ways by which to lower the readability level:

COMMUNITY MATERIALS

CONSUMER ECONOMICS	OCCUPATIONAL KNOWLEDGE	COMMUNITY RESOURCES	HEALTH	GOVERNMENT AND LAW
Better Business Bureau	State Employment Commission	Bus Station	Doctor's Office	Attorney General's Office
County Extension Office	Armed Services Recruiting Offices	Newspapers (Entertainment Section)	Popular Magazines	Legal Aid Society
Utility Companies	University Employment Office	Yellow Pages	Council On Drug Abuse,	League of Women Voters
Insurance Companies	Resource People "Career Day"	Parks and Recreation Dept.	Drug Stores	Bar Association
Popular Magazines	State Rehabilitation Commission	Post Office	Cancer Society, Heart Assoc.	American Civil Liberties Union
Sears, Penny's,etc.	Private Employment Agencies	Local Radio and Television Stations	County/State Health Dept.	Police Dept.
Oil Companies	Department of Labor	Museums	Mental Health/ Mental Retardation	County Court House City Hall
Local Banks	Newspaper Classified Section	American Automobile Association	Fire Department	Federal Information Center
Social Security Administration	Veteran's Administration	Churches	Planned Parenthood	Local Offices of Political Parties
		LIBRARIES		

COMMUNITY MATERIALS

CONSUMER ECONOMICS	OCCUPATIONAL KNOWLEDGE	COMMUNITY RESOURCES	HEALTH	GOVERNMENT AND LAW

REWRITING MATERIALS FOR STUDENTS*

I. Need for Rewriting Materials

A. To give older students materials of interest written on their reading levels

B. To provide material on topics for which no easier material is available

C. To develop a reading interest for a student by utilizing material which does not introduce too many difficult words or concepts, and yet, appeals to his maturity

D. To provide reading materials on a topic for which there is no current reading material - e.g. the election, Olympic games

E. An excellent opportunity to review vocabulary which has been introduced and to enlarge or extend information about a topic which is of interest to a person

II. Procedure for Rewriting Materials

A. Look over published materials written on your student's reading level. Try to get the "feel" of this reading level.

B. Read the selection which is to be rewritten. Read it several times to get the main ideas and the important supporting details.

C. Lay the selection aside and rewrite it in your own words.

D. Attempt to rewrite the materials on a level at least one full year below the student's present reading level. By "understanding" the level the writer will be more likely to reach it. (Adults have a tendency to write at a fairly sophisticated level.)

E. Check the vocabulary in the rewritten story with the vocabulary in the student's present reading materials or with a word list. (5% new words - one word in 20 could be a new word.)

F. Check the general sentence structure with that in the student's basic reading materials.

G. Make any changes necessary.

H. Type (preferably) or print the selection in manuscript. It should appear in a style similar to that of a book.

I. Use the same general procedure for writing original stories.

III. Cautions for Rewriting Materials

A. Practice rewriting materials. At first it may seem difficult and time consuming. However, it is a valuable remedial procedure. One gets better at it through practice.

B. Avoid paraphrasing the words of a selection. This results in a "lifeless" revision.

C. Avoid making the rewritten selection a factual, encyclopedia-type article. The details often provide interest and meaning in an article.

GUIDELINES FOR SIMPLIFIED WRITING*

USE OF WORDS

1. Be sure your vocabulary is strictly controlled.

2. Use short and easy words (not over three syllables) first. Use less common words later.

3. Remember that words are precious. Don't pad your writing by using unnecessary words.

4. Keep the number of new words down to one in twenty. However, it is better to use a new word than to give an unclear meaning.

5. Use each new word at least five times so that it can be learned by usage.

6. Document the vocabulary source and list all new words at the beginning of the story.

SENTENCE STRUCTURE

7. Use the most common English word orders - subject, verb, object. Sentence structure is likely to give the student more trouble than new words. Avoid difficult constructions as:

   Long modifying phrases
   Long subordinate clauses (avoid the use of "which," except in questions)
   Two word verbs
   Passive voice
   Conditional clauses
   Double negatives
   Complicated question forms

8. Use only one idea in each sentence.

9. Use the active voice and active verbs.

10. Remember that present tense verbs are simplest, and regular past tense is easier than irregular, the hardest verb of all to learn.

11. Avoid abrupt changes of tense. Use clear signals of a change in tense, such as "yesterday," "before that," "then," etc.

12. Whenever a pronoun is used, be sure it is clear to whom it refers. Try to keep antecedents close to pronouns, and repeat them frequently.

13. Make sentences average an easy eleven words or less.

Rudolph Flesch Scale for sentence length:

Very easy	8 or less	Fairly difficult	21
Easy	11	Difficult	25
Fairly easy	14	Very difficult	29 or more
Average	17		

Average sentence length for 5th grade material is 14.9 words per sentence.

14. Let each sentence echo a bit of some of the preceding ones so that there is thought continuity in a paragraph. Relate each paragraph to a larger whole, e.g., your story.

LENGTH OF WRITING

15. Keep paragraphs short - about 25 words for Level 1 to 50 words for Level 4.

16. Keep stories short. The tendency to cover too much ground in one story is most universal.

SIMPLIFYING EXISTING MATERIALS

17. Read the original material all the way through for general understanding.

18. Read a small section at a time, once or twice, till you are certain you understand the main points.

19. Just what is the author trying to say? List the main ideas. List the subordinate ideas as parts of each main idea.

20. Select the KNOWN WORD LIST (KWL) of the people for whom you're writing.

21. In the original article, examine the words used. Underline those words which are not in the word list (KWL) you are using.

22. List the new words you'll need which are not in the KWL.

GENERAL TIPS

23. Write in concrete form. Use words and terms your reader can picture. Avoid abstract concepts, the figurative and symbolic.

24. Keep human interest in your writing by putting people in it and having them speak.

25. Whenever possible, use picture clues.

26. Keep your subject and its treatment as adult as your available vocabulary and your student's understanding will allow.

27. Follow the pattern of writing used in the Skill Book at the level for which you're writing.

28. Check to be sure of your facts, spelling, grammar and punctuation.

29. Avoid Americanisms such as "Answer the door", "Pass the salt", "Jack's girl" (when you mean his girl friend), etc. These are particularly confusing to non-English students.

30. Don't be discouraged if your story requires repeated editing and rewriting. The quality of a story is often determined by the number of rewrites.

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*Courtesy of Laubach Literacy Action, P. O. Box 131, Syracuse, New York 13210

MATERIALS EVALUATION

"Materials evaluation is often a haphazard and last-minute activity in most programs. Many times, text selections are based on word-of-mouth, a salesperson's brochure, or whatever can be delivered on two weeks notice*" before the money runs out. Considering the importance of curricular materials, their evaluation deserves more care.

It should be remembered that the evaluation of computer-assisted instructional materials has already been discussed in the "Related Resources" section of this Guide. The following evaluation criteria focus on printed material.

In selecting instructional materials for adult students, three questions must be answered:**

1. Who will read the material?
    a. How well do they read?
    b. What are their interests?
    c. What do they need to learn?

2. What is the purpose of the material?
    a. Is it intended as a basic text or a supplement?
    b. Is it to be read independently or with help from the teacher?
    c. Is it intended to be informational or entertaining?

3. Does the material fit the readers and purposes?

"In fact, most materials are not designed to teach, they are designed to provide practice and reinforcement of skills that have been introduced by a teacher or learned independently."*** It is often a very good idea to request examination copies of materials in which you are interested. Many publishers are willing to do this since they, too, want you to be satisfied that the material is as appropriate for your students as you had hoped it would be. Examination copies are good ways to ensure this match before you expend scarce financial resources. Another way to preview materials before you buy is to take advantage of the TRENDS Project's lending service mentioned earlier.

The following Materials Evaluation Checklist represents an amalgamation of the TRENDS checklist, parts of the materials evaluation form developed at Steck-Vaughn Publishing Company, evaluation criteria from guides that specifically focus on selection of adult materials, and suggestions by various Task Force members.

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*From the Introduction to A Closer Look At Books: Selecting and Evaluating Materials for Adult Education, Mary Charuhas.

**From Guide to Selection of Adult Literacy Materials: Analyze Before You Buy (JCARP)

***From Handbook for Teaching Reading to the ABE Student by Longnion, et al.

MATERIALS EVALUATION CHECKLIST

Title: ____

Contents: ____

____

Author: ____

Publisher: ____

Publication Date: ____________________ Subject Area: ____________________

1. Are the format, tone and illustrations adult-oriented? ____________________
2. Is the material consumable? ____________________
3. Is the material cost-efficient? ____________________
4. Is there a Teacher's Manual? ____________________ answer key? ____________
5. Approximate grade level/readability __________ Formula used ____________
6. Is the quality of the selections high? ____________________
7. Is the variety of selections good? ____________________
8. Is the interest level high? ____________________
9. Are normal speech patterns used? ____________________
10. Are skills and concepts presented in a logical, sequential order? ____________
11. Are the text and directions presented clearly? ____________________
12. The student material is: individualized ______ must be in a group __________
13. Is a diagnostic profile provided for the entire product? ____________________

14. Is a posttest provided for the entire product?__________________________

15. Is a pretest provided for each unit?______________ A posttest?__________

16. Are comprehension questions written at different levels - literal, inferential, critical, and affective?__________________________

17. Does the material exhibit any type of bias?__________________________

If "yes" what type of bias (racial, sexual, regional, value, religious, etc.)_______

____

18. Is the information accurate, complete and current?__________________________

19. Before using the product for the first time, the teacher must:

_____have specific training

_____spend a month or more in preparation

_____spend a week or two in preparation

_____make a thorough review of the product

_____become familiar with the teacher's manual/guide

_____other

	Is there?	Who decides?	Can it be varied?
20. ENTRY POINT			
SEQUENTIAL DIRECTION			

21. Technical quality (check where applicable).

	SATISFACTORY	UNSATISFACTORY	COMMENTS
Attractiveness			
Printing quality			
Paper quality			
Binding			
Graphics			
Sound reproduction			
Film/filmstrip/tape record/cassette quality			
Durability of package			
Manageability of package			

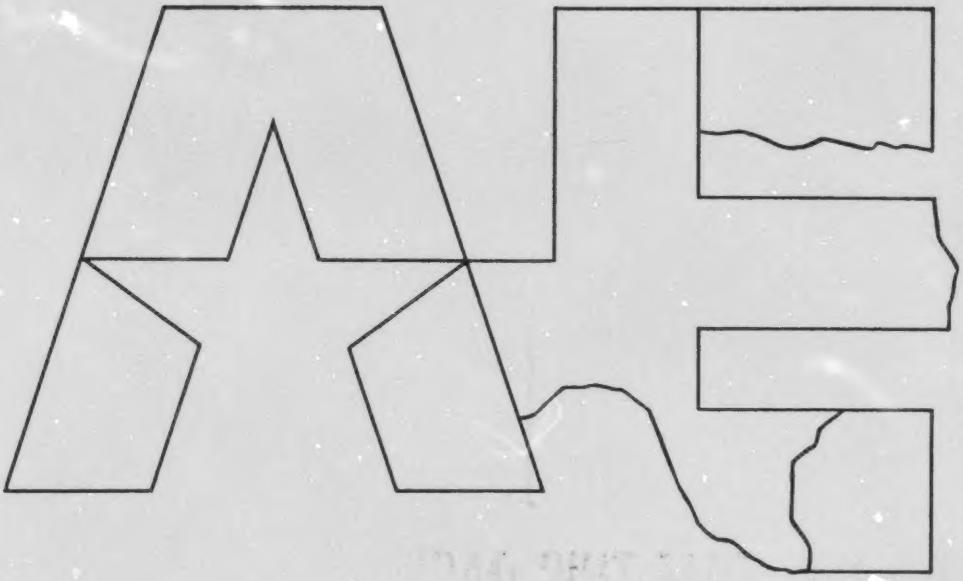
22. What was student reaction to the materials?____________________

PERSONAL OPINION AND RECOMMENDATIONS:____________________

Material field tested from________________ to________________

FIELD TEST AUDIENCE________________ NUMBER________________

Name of evaluator________________



Communications:

LISTENING
SPEAKING
READING
WRITING

INTRODUCTION TO THE COMMUNICATIONS CURRICULUM

Communication skills are at the core of the adult education curriculum. Communication skills become both the product and the process in the adult education setting. A communication curriculum needs to include objectives, activities, and materials for the adult who is learning to listen, speak, read, and write more effectively.

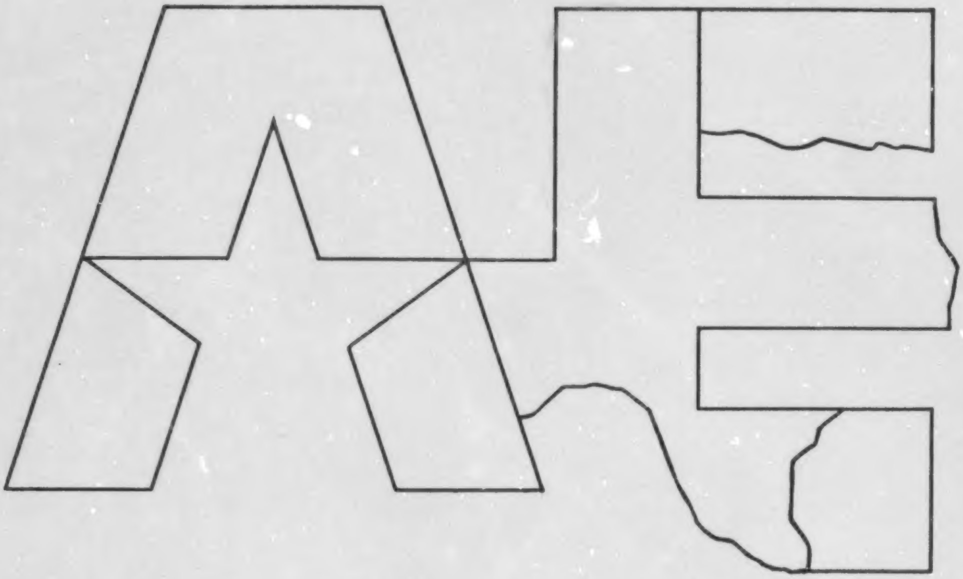
It might be helpful to the user of this Guide to review information about the acquisition and interrelations of communications skills. Although there are many forms of communication, this Guide primarily addresses verbal communication skills. Verbal language becomes the medium for the communication and represents the knowledge base and experiences in the learners' lives. In other words, language is representative of the thought processes of the learner.

Communication is both a receptive and an expressive process. Learners receive ideas through listening and reading and express ideas through speaking and writing.

Most successful learners in society have learned language at a very early age by listening as an infant. Not long after birth, they began to use oral language to communicate to people in their environment. As early as the age of three and four, learners begin to recognize that visual symbols in their world represent ideas or concepts. In other words, they begin to recognize symbols on cereal boxes, restaurants, and road signs that represent meaningful concepts. Thus, they begin to read. Sometimes before early schooling experiences, persons learn to express themselves through the medium of writing. So we have the natural progression of language skills -- listening, speaking, reading, and writing.

It is important to note that when one works with adults enrolled in ABE/GED/CBAE classes, one recognizes that some learners may lack proficiency in one or all of these skills. Before beginning instruction in any of these areas, it would be important to know that many factors will have influenced the learner's performance in these skill areas. First, the learner may lack a value of the communication process. The instructor/facilitator might have to help the learner see how these communication skills might benefit him/her. The learner may lack the necessary experiences and the labels for the concepts (vocabulary) to effectively communicate. The learner may lack the organizational and thinking processes required for the communication process. In addition, circumstances in the life of the learner simply may have never offered the opportunity to develop his or her skills. So before beginning instruction in the area of communication, it will be critical to assess the learner's goals and skills.

Although this section of the Guide focuses on the processes, materials, and instructional resources for acquisition of the skills, it is also important that the user of this Guide note that these skills are difficult to isolate from the content being taught in the ABE/GED/CBAE classroom. The instructor needs to help the learner understand that he or she can acquire and refine the communication skills and learn the content simultaneously.



Listening

LISTENING

This section of the Guide focuses on the skill of listening to enable the student, as far as possible, to hear, comprehend, and think about a wide variety of oral communication, both personal and electronic.

The overall instructional objective of listening with a purpose is broken down into learning objectives to help the student listen for main idea, detail, sequence, point of view, irrelevancies, mood, tone, and to predict.

INSTRUCTIONAL OBJECTIVE: To listen with a purpose

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student listen to graded paragraphs read orally by teacher. After each reading selection have the student answer five questions (facts, inferences, vocabulary) about what has been read by the teacher. This can be done individually (by responding orally) or in a group (by writing responses).	To Determine Hearing Capacity Level To determine whether or not the student can understand and discuss what he has heard at levels beyond his instructional level. The highest level at which he can comprehend 75% of the material read to him is his probable capacity level. Obtain either a Classroom Reading Inventory set or a set of inventories from Bonnie Longnion's Handbook for Teaching Reading to the Adult Basic Education Student. It is helpful to have as many copies of the "Inventory Record" as possible, so that individual records on each student may be kept.	Classroom Reading Inventory, 2nd Edition, William C. Brown Company, p. 83 Handbook for Teaching Reading to the Adult Basic Education Student, p. 68, ff, Southwest Texas State University, Revised Edition (teacher resource)
A. To listen for main ideas	Have the student listen individually (or in a group) to a taped lesson from EDL (or teacher-prepared tape). After listening to selection questions, have him answer, on paper, questions dealing with main idea. In group setting, have one student briefly tell about a movie or episode (Dallas?) recently viewed. Have group tell what main idea was.	Once hearing comprehension (hearing capacity level) has been established, selections for main idea are chosen according to EDL Level. Responses may be made in a group setting, so that each student can share (and defend) reasons main idea was picked. Teacher may want to collect HBO guides which give brief write-ups of movies on HBO to help with suggested activity #2.	EDL, Arista Corp. (formerly of McGraw-Hill Book Company), Listen and Think Series, Listen and Read Content Reading Sets Listening Comprehension Skills Kit, Curriculum Associates, Units 5 & 9
B. To listen for detail	Have the student listen to an account of an accident as read from a newspaper account. Have her answer the questions how, why, when, where, who to determine details.	Cut newspaper clippings relating accounts of accidents or other attention-catching events. Record or have good readers record.	Listening Comprehension Skills Kit, Curriculum Associates, Unit 3

INSTRUCTIONAL OBJECTIVE: To listen with a purpose, cont'd.

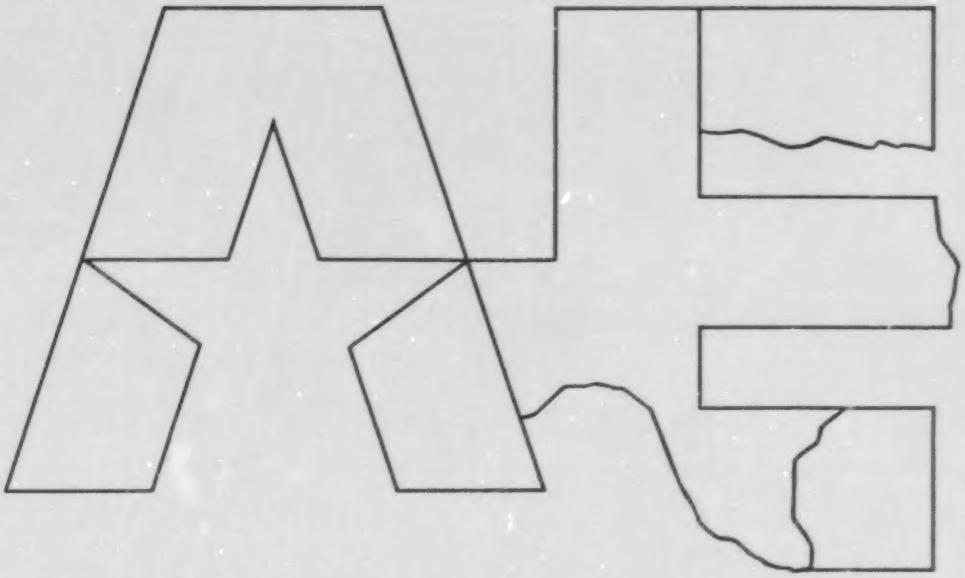
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	On a sheet sectioned off with columns for How, Why, When, Where, and WHO, have the student write details of a made-up accident as if she were a reporter.	Run off dittoed forms: How | When | Where | Why | Who	
C. To listen to predict	Have the student listen to a title supplied by the teacher. Have her try to predict what the story will be about.	Example: "Henry Goes To Bat"	
	Next have her listen to a title plus some clues provided by the teacher.	Example: "Henry Goes To Bat" Clues: Not about baseball Not a child Person who sings	
	Have the student listen to a taped story to see if her predictions were accurate.	Provide taped stories or passages of different levels from suggested resources at right.	Specific Skills Series, "Drawing Conclusions," Level A-I, Barnell-Loft
	Have the student listen to a taped story (or orally read selection) with no ending. Have her predict how the story will end by supplying clues which "tip" her off.		Listen and Read Listen and Think, EDL Laboratory, Arista Corp.
D. To listen for different points of view	Have the student listen to the conversation on the tape between a police officer and a young girl. (They have a difference of opinion.) Have him answer the questions about the incident described. Have him give reasons why he believes one or the other.		Missing Person: A radio play, Listening Strategies for Beginners, Longman, Inc., p. 16, TRENDS #70-0447-01

INSTRUCTIONAL OBJECTIVE: To listen with a purpose, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	From a list of topics chosen by the teacher of controversial issues (U.S. involvement in Grenada, Vietnam) have the student choose a position pro or con. Have him engage in a debate with someone of an opposing position.	Set some basic rules so the outcome will be an informative, mind-opening session and not an argument.	Listening Comprehension Skills Kit, Curriculum Associates, Units 7 & 8
E. To listen for sequence of events	Have the student listen to a selection from "Following Directions" telling how to make something. Have her relate, in order (orally, or in writing) the sequence in which the item will be made, or put together.	Tape (record), or have a good reader, record one of the selections from Following Directions, according to the level needed. The selection may also be read orally in a group setting.	Specific Skills Series, Levels A-I, "Following Directions," Barnell-Loft
	Have the student listen to instructions read by another student involving paper and pencil.	Students should give instructions like the following example (read to student): "Draw a line from left to right across your paper approximately 1" long. Follow directions given. Write down the instructions given in sequence." Have the students plan in advance what directions they will call out when their turn comes.	Listening Comprehension Skills Kit, Curriculum Associates, Units 4 & 6
F. To listen for language -- for understanding the global meaning or function of what is being said (cloze dictation)	Have the student listen to a dialogue once for clarity. Then have him listen again to write in the missing words.	Any recorded dialogue will do. Suggestion: Use a bell tone to indicate a missing word. Example: "Hey, what happened (ring) the man who gave (ring) a ride?	

INSTRUCTIONAL OBJECTIVE: To listen with a purpose, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student listen to a dialogue with missing vocabulary. See if he can determine the story line without the words.	This can be done with a partner.	
G. To listen for irrelevancies	Have the student listen to a brief story read by the teacher. Have her listen for a sentence that does not make sense within the story. Have her write it, as much as possible, in its entirety.		Listening Comprehension Skills Kit, Curriculum Associates, Unit 11
H. To listen for mood, tone	Have the student listen to a taped play or scene provided by the teacher. Have him choose what word from a list given matches the mood he hears.	Choose the mood(s) you wish the student to analyze such as bewilderment or envy -- tape them with a partner who helps in the "play-acting" -- or have students tape as an additional assignment. Provide a list of "mood" words as taken from the table of contents.	Little Stories for Big People, Regents Listening Comprehension Skills Kit, Curriculum Associates, Unit 2
	Have the student write a short play or scene similar to the one heard above. See if he can read to the class with the appropriate feeling — let them guess the mood.		



Speaking

SPEAKING

Speaking skills should be taught just as reading or writing because if there is no instructional strategy it will be ineffective. The following suggested objectives for teaching speaking in the ABE/GED classroom are but a starting point. The perceptive teacher will expand and build so that the student will use his or her tongue to "teach, to command, to discuss, to sell, counsel, dispute, judge, and express the affection of their hearts..." as the Italian, Guazzo, noted in 1581.

Since speaking is often taught as a rudimentary skill that precedes reading, students may or may not be able to deal with the materials listed in the "Resources" column of this Guide by themselves. The reading level of each resource is given. It is left to the teacher's discretion whether the resource can be effectively used by a particular student or whether the material should be introduced and guided by the teacher.

INSTRUCTIONAL OBJECTIVE: To speak in order to communicate (i.e., to exchange information and ideas, to influence others, to solve problems, etc.)

INSTRUCTIONAL OBJECTIVE To speak in order to communicate

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To make contact with others: to make the student aware of the need for skilled communication by giving instances of when such interchange is needed in a community	Have the student list the names of the communities of human beings he belongs to, and one instance in which he might need to communicate.	Prepare a list of sample "commuties" and examples of communications, i.e., church: communicate with pastor or priest re: time of of services. Husband, wife commucate re: children's behavior	Speaking by Doing, National Textbook, pp. 1-21, RL:7
B. To practice communication with others by the use of simulation techniques	Have the student choose one of the community members listed above and choose a partner to help her "act out" a situation. For example: A mother talking to her child about bad grades in school.	Demonstrate a simulation by choosing a "verbal" student who will help; choose an example from the list drawn up above. Prepare brief "critique" cards for class members to have in judging effective communication. Example: Clarity 1 2 3 4 5 poor fair excellent Effectiveness of communication 1 2 3 4 5 Conciseness 1 2 3 4 5	Let's Talk Business, South-Western, pp. 3-13 RL:9
C. Speaking to exchange information: to practice using speech to explain an idea to others, or extend information	Have the student select ten questions he would like to ask someone he does not know. Have him write them down and ask ten different people one question of the ten, so that there are a total of ten responses to each of the ten questions. Have him try to remember who answered which question.	Lead a brainstorming session in which each student can contribute one or more questions one might a new person in class, or at work in order to become acquainted.	Let's Talk Business, South-Western, p. 13 RL:9

INSTRUCTIONAL OBJECTIVE Speaking, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student describe her favorite "how to" activity (how to make pie crust; how to whistle...) as if her audience had never had that experence. Have the student write it out but not read it; have her tell it in her own words.	Set times for the speaking activities -- 5 minutes, for example. Have a timer or time keeper to call time. Have the class choose the best conveyor of information and discuss what made that speaker explain his/her activity so well.	
Speaking to influence others: D. To become knowledgeable about the power of speech to change attitudes and beliefs	Have the student watch his favorite TV show and note commercials aired between. Have student take notes of words used to persuade him to buy a given product. Have him ask fellow students who use the product, why they use it. Did the commercial persuade them?	If a TV is available, let the class watch the same program so that all will focus on the same commercial.	
	Have the student look at the pictures of differently dressed adults provided by the teacher. Since "selling is speaking," see if he or she can answer the following questions about each (see teacher activity):	Provide at least six good-sized pictures (or photographs) of adults dressed in different attire (suit, jeans, tailored dress, sundress, khakis) Provide dittoed sheets. Ask questions such as the following: 1) Does this person probably sell? (what) 2) Would you or would you not like this person to sell you something? 3) Would this person's voice probably be pleasant or unpleasant? 4) Would this person's speech probably be easy/difficult to understand?	The Business of Oral Communication: Selling, Speaking, Meeting, Module 3, South-Western, p. 2 RL:5

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To speak to solve problems	Have the student attend a school board meeting, or watch a televised hearing. If these are not available, have him think of a group he has been in. Did they have a problem? What were the steps taken to solve it? Were most oral? Discuss: roundtable vs. panel discussion	Select an available meeting coming up in your community which may be attended by the group as a whole. A school board meeting would be an excellent one.	Speaking by Doing, National Textbook, p. 274, RL:7
	Have the student select a problem of concern in her community. Have her prepare a short talk to present to the class about it. (See teacher activity.)	Prepare a suggested format for the speakers to use in presenting their problems and solutions. The text has an excellent one, but a simple one could be: I. Problem a. Nature b. Extent c. Causes II. Possible Solutions III. My Solutions a. How it works b. Its strengths c. Its weaknesses	Speaking by Doing, National Textbook, p. 54, RL:7
F. To speak to communicate in the world of work	Have the student think through a work day and identify people with whom he comes in contact. List the roles he plays for each. How does his role differ at a work site?	Start a sample list on the overhead projector or chalkboard for this activity: teacher, best friend, employer, children, etc.	Let's Talk Business, South-Western, p. 48, RL:9
	Have the student participate in a simulation of a job interview. Have her take turns being the employer and the prospective employee.	Have on hand several career education pamphlets or booklets giving job interview suggestions	Texas Employment Commission pamphlet PL-27 (1080) "On Your Way To A Job Interview?" and "Pocket Resum[illegible]for Job Interviews." R[illegible]

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INSTRUCTIONAL OBJECTIVE Speaking, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
G. To communicate in society in order to have effective life coping skills	Have the student fill out a matrix of the five content areas and speaking skills called for. Example: Health -- asking for an appointment at a children's clinic; Community Resources -- speaking to a Red Cross worker about hurricane damage.	Provide each student with a copy of the blank matrix on p.40 of this Guide.	*The Business of Oral Communication: Person to Person*, South-Western, Module 2, Unit 5, "The Interview," RL: 5
	Have the student choose any page out of the Yellow Pages. Have him select one business or agency he wishes to call, preferably one from which he actually needs information. Have him draw up at least five questions he wishes to ask. Have him call and carry on an actual conversation.	Arrange to have free access to a telephone which may be used by your students to practice their oral communication skills. Provide telephone directories to be used by groups of two, or if possible, individuals.	

Reading

READING

Reading is a very complex skill. There is not any one theory that explains the acquisition of reading skills nor is there any one method or set of materials that adequately addresses the needs of all learners. The instructor/facilitator has to intelligently select the materials and methods to use with each learner. This section provides some guidance in methodology and lists resources for use, but recognizes that the suggestions should be adapted to fit specific needs of learners.

Although there is no clear evidence that suggests how children and/or adults learn to read, there are current research findings that suggest there are many variables that influence reading comprehension. A learner's prior knowledge, experiential base, vocabulary, thinking skills, value for reading, application of decoding strategies, language skills, knowledge of text structure, text variables (cohesiveness, organization, and readability), ability to use imagery, and ability to self-question will all influence the learner's ability to comprehend the text. The user of this Guide should be aware of the influences so he/she will know which area or areas to instructionally address.

In working with beginning adult readers, decoding strategies (word recognition skills) need to be emphasized because much of the learner's energy will be directed toward decoding words that he/she hopefully has had exposure to in other forms of communication. But equally important skills to address are comprehension skills. In fact, word recognition skills should be taught as the means to the end, which is reading comprehension. Even though the reading objectives begin with word recognition skills, it is essential that a beginning reading program include instruction and practice in all skill areas.

Although the objectives are listed in a specific order in this Guide, there is controversy in the field of reading as to whether or not reading skills are sequential and isolated or holistic in nature. This Guide does not address this issue, but it is suggested that the user be selective regarding the skills chosen. Every learner's instructional needs will be unique. The skills listed are not necessarily sequential and should not be used in a sequential manner nor should every objective be taught to every learner. The learner's goals and reading strengths and weaknesses will influence the instructional program.

In selecting materials and instructional strategies, it is important to recognize that most reading experts define reading comprehension as the active process in which the learner actively constructs meaning from text based on her/his own personal experience and knowledge base. The text itself is not the sole source of the meaning; the reader reconstructs the meaning. In selecting strategies and materials, the users of this Guide can enhance comprehension and retention by helping learners see the relationship of the text to their personal knowledge and experience.

Historically, reading guides have focused on "learning to read." In the adult learning setting, instruction needs to also center around "reading to learn." In other words, learners should be guided to use reading as the process to learn content. An intermediate step between "learning to read" and "reading to learn" is "learning how to read to learn." Some readers might know how to read, but they do not have strategies that help them approach text with confidence, effectively read text, and remember it. They simply lack a knowledge base of how to apply study skills, reference skills, and locational skills to text material.

The following Instructional Objectives are covered in this section on Reading:

- I. To develop and expand a sight vocabulary necessary to read and understand text
- II. To apply word recognition strategies to decode unknown words
- III. To recognize that there are different types of comprehension
- IV. To recognize, utilize, and demonstrate an understanding of the function of all units of text material
- V. To recognize, recall, and utilize information that has been explicitly stated within a text to facilitate comprehension of text (literal)
- VI. To use a knowledge base of the world to interpret passages that have an implied message (inferential)
- VII. To use a knowledge base of the world and one's own personal experiences to judge content, style, and format of the text (critical)
- VIII. To develop and apply a variety of thinking skills to the reading process
- IX. To recognize and apply the concept that rate of reading and thoroughness of reading depend on the purpose of the reading task
- X. To develop and apply strategies for using resources to comprehend text
- XI. To use graphic aids to facilitate the comprehension process
- XII. To use organizational skills to facilitate acquisition, storage, and retrieval of knowledge
- XIII. To recognize important variables affecting the comprehension of text
- XIV. To develop a strategy for approaching and processing text
- XV. To recognize reading as a process and skill that affects one's life and to use information, ideas, and/or events from text and apply them to one's own life experiences and/or problems

INSTRUCTIONAL OBJECTIVE I: To develop and expand a sight vocabulary necessary to read and understand text

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		All Student Activities, Teacher Activities, and Resources on this page were meant to be used with both Learning Objectives A and B.	
A. To recognize words within the context of familiar content	Have the student practice words from his own Language Experience stories text materials, and high frequency word lists. Words should be practiced within the context of other words, sentences, or paragraphs as much as possible.	Use Language Experience stories to obtain the first set of words to practice and learn. Then ask learners to add to lists by substituting other words in their sentences. Introduce words from Dolch or Wilson lists. The more the learner practices and reads the material, the sooner he/she will have an automatic response to the word. Occasionally, the words should be practiced in isolation, but the student should read the words in a new context to ensure transfer of the words to a new setting. Mature readers should continue to read, read, and read. It is the repeated exposure of the new words that will eventually transform new and difficult words to familiar sight words. The more words a reader knows by sight, the more time she/he can spend on comprehending the text.	Dolch, Edward, Basic Sight Words List. Garrard Publishing Co., 1952 (teacher resource) Corlett Wilson's 225 Essential Vocabulary Words (teacher resource) Mitzell, Adele, "Adult Basic Word List." Adult Education (16), Winter, 1966 (teacher resource) Language Experience Stories The Follet Adult Basic Reading Comprehension Program Cambridge, RL:1-2
B. To recognize words in isolation		Use suggestions listed in F. R. Bowren and M. Zintz's Teaching Reading in Adult Basic Education. William C. Brown, 1977.	Scott, Foresman Adult Reading Comprehension (A and B levels), Scott, Foresman, RL:2-3

INSTRUCTIONAL OBJECTIVE I: Sight vocabulary, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Use suggestions provided in B. Brown's Literacy in 30 Hours. Alternative Schools Network, 1978.	Reading 1200 and Reading 1300, Steck-Vaughn, RL:0-4
		Use K. Kennedy's and S. Roeder's A Guide to Using Language Experience with Adults. Cambridge, MA: Community Learning Center, 1973.	Entering the Reader's World, Cambridge, RL:0-2
			From Pictures to Passages: Stories for Adults, Contemporary, RL:1-2
			Sayings and Stories, The Maine Forest, Memories of East Utica, Part 1 and Part 2, Stories From the Old Testament, One Summer, Flight in the Dark, Time for a Change, Some Artists: Their Lives, Loves, and Luck, A Long Road, Jesus of Nazareth, Art in Your Home Town, The Life of Lucy Fern, Part 1 and Part 2, Cambridge, RL:1-3

INSTRUCTIONAL OBJECTIVE II: To apply word recognition strategies to decode unknown words.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Faye Bowren and Miles Zintz list 20 general principles of teaching word identification in their text Teaching Reading in Adult Basic Education (Dubuque, Iowa: William C. Brown, 1977, pp. 131-134). The principles would help a teacher obtain a holistic view of teaching word recognition strategies. Although there are many skill lists developed in texts and curriculum guides, the word recognition skills are not necessarily sequential. Decoding or word recognition skills should be taught as the learner needs them. Although there are many commercial materials (see materials resource list) that can be used to practice the skills, the teacher can teach these skills without workbooks and texts. A simple decoding strategy on an unknown word that should be modeled to the learner is as follows: First question: What word would make sense in this sentence or paragraph? Second question: What word would make sense in this sentence and begins like this? Third question: What word would make sense in this sentence, begins like this, and ends like this or has these two parts? or has this prefix or suffix? In other words, help the learner develop a strategy for decoding unknown words. Most reading experts	Programmed Word Attack for Teachers, Wilson, Robert M., and Hall, Mary Anne, Charles E. Merrill Publishing Company, 1979 (teacher resource) Individualized Reading: A Guide for Teaching Word Analysis Skills, Crutchfield, Marjorie, Gramercy Press, 1975 (teacher resource) Fundamentals of Decoding for Teachers, 2nd ed., Shell, Leo M., Houghton Mifflin, 1980 (teacher resource) Word Identification Techniques, Ives, Josephine P., et al., Houghton Mifflin, 1979 (teacher resource) "What Classroom Observations Reveal About Reading Comprehension," Durkin, Delores, Reading Research Quarterly, 1978-79, 14:481-533 (teacher resource) Phonics in Proper Perspective, 3rd ed., Hulman, Arthur, Charles E. Merrill 1976 (teacher resource)

INSTRUCTIONAL OBJECTIVE II: Word recognition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		suggest that emphasis on decoding strategies should be in the following order: context clues structural analysis phonics dictionary Guide the learners to use all the cues on the page to decode an unknown words.	Teaching Reading Vocabulary, Johnson, D.D., and Pearson, P.D. Holt, Rinehart, and Winston, 1978 (teacher resource) Strategies for Identifying Words, Durkin, Delores, Allyn & Bacon, 1976 (teacher resource) Reading Strategies and Practices: Guide for Improving Instruction, Tierney, Robert J., Readence, John E., and Dishner, Ernest K, Allyn and Bacon, 1982, Chapter 6 (teacher resource)
A. To utilize context cues to decode unknown words 1. Picture and illustration clues 2. Semantic clues	Have the student use workbooks that contain exercises in various kinds of activities or simply use text material from the environment -- newspapers, selections from journals, trade books -- to utilize information around the unknown word to decode it.	Select a text sample accompanied by its illustration or picture and demonstrate that pictures can give clues to what might be in the text. Semantic clues are derived from all the words, sentences, and paragraphs surrounding the unknown word. Encourage learners to ask questions about the sentences they read around an unknown word: What would make sense? Use clues around the word to predict and/or narrow the possibilities. Create sentences that give learner examples of semantic clues	Using the Context, "Specific Skills Series," Barnell-Loft, RL:variable
a. Definition		1. Definition: An island is a body of land surrounded by water.	

INSTRUCTIONAL OBJECTIVE II: Word recognition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
b. Appositive		2. Appositive: The student was lethargic, or listless.	
c. Comparison/Contrast Clues		Like her smart brother, Julie was extremely intelligent. Unlike her lazy sister, Jean was very industrious.	
d. Experience Clues		The gentlemen roared like a lion.	
e. Example Clues		John wanted to visit a metropolitan area in Texas like Houston, Dallas, Austin, or San Antonio. Develop exercises (oral or written) where students have to fill in the blank with a word that would make sense. Use homographs (words that look alike but have different meanings and pronunciations) such as meaning, rebel, contest, live, bow, and lead to illustrate use of clues in a sentence.	
B. To apply knowledge of structural analysis to decode unknown words		In previewing or reading articles, point out compound words to learners. In some cases to help beginning readers, ask learners to circle each word of a compound word. Present a list of words to learners and ask them to form compound words.	Building Word Power, Steck-Vaughn, RL:3-4
1. Compound words	Have the student find compound words in text material. Have the student create compound words.		Reading 1600, Steck-Vaughn, RL:0-4
2. Contractions	Have the student locate contractions within text. Have the student create contractions.	Create worksheets of matching exercises for contractions and the original words. Present in writing or oral form original words and ask learners to supply contractions. Present sentences containing contractions.	Reading 1600, Steck-Vaughn, RL:0-4

INSTRUCTIONAL OBJECTIVE II: Word recognition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
3. Affixes - inflectional endings	Using text material, have the student find examples of inflectional endings. Have the student share with peers or instructor how the meaning of the word has changed.	Model for learner the process of adding endings to nouns to change number, case, or gender. Model for learner the process of adding endings to adjectives to change degree. Model for learner the process of adding endings to verbs to change tense or meaning.	Reading 1600, Steck-Vaughn, RL:0-4
4. Affixes - prefixes and suffixes	Using text material, have the student find examples of prefixes and suffixes. Share with peers or instructor how the meaning of the word has changed.	Introduce correct pronunciation of common prefixes and suffixes to learners. Create worksheets where the root word is supplied and the learner is asked to create new words by adding prefixes and/or suffixes.	Reading 1600, Steck-Vaughn, RL:0-4
5. Syllabication and accent	Have the student practice her ability to apply syllabication generalizations and knowledge of accents to teacher-made or commercially made materials or text material.	Ask learners to count syllables in multisyllabic words so they can develop a understanding of the cept of syllable. Present many examples of a syllabication generalization and let learners state the generalization.	Reading 1600, Steck-Vaughn, RL:0-4
C. To apply knowledge of phonics to decode unknown words 1. Consonants (b c d f g h j k l m n p q r s t v w x y z) 2. Consonant blends (consonant plus l, consonant plus r, s plus consonant)	Have the student practice exercises in commercial text or teacher-made material. Have the student find words in text material that begin or end with sounds that are being studied and find variant spelling of the same sounds.	Present five or six words to learners that are a part of their sight vocabulary and ask them to present other words that begin the same sound or sounds or end with that sound or sounds. When possible, let learners state comments about the words.	The following texts provide practice in phonics: Working with Sounds, "Specific Skills Series," Barnell-Loft, RL:variable Basic Education: Reading, Book 1 (Follett), Cambridge, RL:1-3 Reading for Progress, Cambridge, RL:3-4 Read to Succeed, McGraw-Hill, RL:3-4 Reading 1400, 1500 and 1600, Steck-Vaughn, RL:0-4

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INSTRUCTIONAL OBJECTIVE II: Word recognition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
3. Consonant digraphs (th, ng, sh, ph, gh, ch) 4. Long vowels a (ate) e (be) i (rice) o (so) u (fuse) 5. Short vowels a (at) e (bet) i (it) o (rot) u (up) 6. Vowel digraphs au (caught) aw (law) oo (foot) 7. Vowel diphthongs oi (oil) oy (boy) ou (round) ow (fowl) 8. R controlled words bar tar far 9. L controlled words all		Encourage them to make generalizations about sounds and observations about words that do not follow generalizations. Introduce initial consonants, consonant blends, and diagraphs first. They are the most helpful clues to an unknown word. Once a learner knows how to pronounce the beginning of a word, he/she can sometimes predict or form an hypothesis about what the word could be. The next sequential step should be the final consonant sound or sounds, then introduce the vowel sounds. Sounds should be taught as needed. Phonics is the means to the end of reading. Observe trouble spots that learners might be having, and through the use of similar words that they have in their sight words, encourage learners to make their own generalizations about sounds. Also illustrate to learners by example that all words do not follow phonic generalizations. There are many irregular spelling patterns. Help them as they apply phonic generalizations to unknown words so that their knowledge will enable them to only derive probable pronunciations, not always exacting. They might have to also use context clues and structural analysis as well to aid them in the final prediction of how the word is pronounced. Most importantly, help	Laubach Way to Reading: Skills Book 1-3, New Readers Press, RL:1-3

INSTRUCTIONAL OBJECTIVE II: Word recognition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
10. Phonic generalizations 11. Spelling pattern cane, sane, Jane, lane jam, ram, Sam deed, seed, feed rat, rap, rack		the learners apply their skills to actual text material. Continued exposure to the process of reading will help the decoding process become an automatic process.	"Suggested Sequences for Presenting Four Categories of Letter-Sound Correspondence," Elementary English 50, Johnson, Dale D. (September 1973): 888-96 (teacher resource)
D. To use information in dictionary to decode unknown words		There is not a readability level for the Spirit Masters, so the level stated is representative of the grade level skill with which it is normally associated.	Building Real Life English Skills, National Textbook, RL:5-8 Dictionary Skills, Activities for Dictionary Practice (Spirit Master Books) Curriculum Associates, RL:2-5
1. Pronunciation key		Using a dictionary, point out the location of the pronunciation key and explain its function. Guide learners to blend the sounds to form words. Write a paragraph using phonetic spellings. Have learners decode text using pronunciation keys.	
2. Syllabication and accent marks		Present sheets with accent marks to learners. Ask them to pronounce words bill' fold bi noc' u lars Ask learners to mark the accents of words. Check the dictionary for accuracy.	

INSTRUCTIONAL OBJECTIVE: III. To recognize that there are different types of comprehension

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student begin to silently ask some of the questions given in the Teacher Activity and use these questions prior to or during the reading of text. Have her/him try to analyze what it is that is supposed to be done with the text. Encourage the student to state the purpose of his/her reading and verbalize where he/she will need to read the article (at a literal, inferential, or critical level).	So many readers approach all text in the same way. Since reading is a thinking skill and since text reflects different levels of thinking processes, it is important that learners recognize that understanding text may require them to think and reason differently when reading various forms of text. Some texts require the reader to simply recognize the words and process the text at a literal level (explicitly stated information). Other text selections require the reader to interpret or infer implicitly stated information (reading between the lines), and some selections may require that the learner use evaluative skills to comprehend text. Learners may become better readers if they recognize the task demands of the selection they read. Encourage learners to ask questions to help them make decisions about the learning text so they might better be able to comprehend text. Examples: • What is it the author wants me to do? • What kinds of information is the author giving me? • What is the author's purpose? • What is my purpose? • How is the text organized? Why? • What am I supposed to do with this information? • What's missing in this article? • Do I have to make inferences? • Do I need to make evaluative judgments?	"Metacognition and the Reading Process." Baker, L. and Brown, A. C. Handbook of Reading Research, ed. Pearson, P. C., Plenum Press, 1983 (teacher resource) Reading Comprehension: New Directions for Classroom Practice. John McNeil. Scott, Foresman, 1984 (teacher resource) Utilize a variety of materials -- functional, community materials, as well as commercial texts.

INSTRUCTIONAL OBJECTIVE IV: To recognize, utilize, and demonstrate an understanding of the function of all units of text material

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To recognize the function of a word in text material 1. Context clues	Have the student utilize all types of context clues -- typographical, appositive, definitions, semantic clues, experience clues, and example clues -- to analyze the meaning of an unknown word. Have the student continually ask the question: "What is the concept or idea or expression that would make sense here?"	The growth of vocabulary is actually the development of labels for concepts within an individual's schemata. There are four assumptions that reflect the most recent techniques for teaching vocabulary: 1. Words are constantly being redefined. 2. There are many meanings for a single word. 3. We should teach entire conceptual framework related to a word, not just the individual word. 4. When the conceptual meaning of a word is taught, the framework used should represent a hierarchy of terms. *Reading Comprehension: New Directions for Classoom Practice*. McNeil, John D., Glenview, Illinois: Scott, Foresman, and Company, 1984. One of the most effective teaching strategies for vocabulary is the context method that requires learners to read new words in context and then apply the new words based on their own experiences. Other recommended teaching and learning strategies are recommended in McNeil's text: structured overviews, cognitive mapping, semantic feature analysis, the Frayer model. This technique emphasizes learning	"Use of a Relevant Context Helps Kids Learn New Word Meanings." Gipe, Joan P., *The Reading Teacher* 33 (January 1980): 398-402 (teacher resource) "Vocabulary Knowledge," Anderson, Richard C. and Freebody, Peter, *Comprehension and Teaching: Research Review*, ed. John T. Guthrie. International Reading Association, 1981 (teacher resource) Materials that can be used to develop vocabulary and an understanding of the use of words within the context of other words: *Practice in Reading*, Steck-Vaughn, RL:3-4 *Word Play*, Hawthorn Books, RL:11 *Vocabulary Development*, Macmillan, RL:3-4 *Words That Name*, *Words That Tell Time*, *Words That Describe*, *Words That Connect*, Educators Publishing Service, RL:3-6 *Basic Education: Reading*, *Book 2*, Follett, RL:4-5

INSTRUC[illegible]NAL OBJECTIVE IV: Function of text material, co[illegible]d.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		vocabulary for the purpose of improving comprehension, not just word knowledge. The teacher may use the above mentioned strategies as well as note for the learners that words have different functions in context.	Building Basic Skills in Reading, Book 1 (Contemporary), RL:2-4 Living in the Reader's World, Books 1-3, Cambridge, RL:1-5 "The Influence of Experience-Based Vocabulary Instruction on Learning Word Meanings." Duffelmeizer, Frederich, Journal of Reading 24 (October 1980): 35-40 (teacher resource) "Introducing Words in Context," Duffelmeizer, Fredrich. The Reading Teacher 35 (March 1982): 724-25 (teacher resource)
2. Structural analysis	Have the student apply knowledge of word parts to unknown words to figure out the meaning.	Provide direct instruction on prefixes, suffixes, roots, origin of words to learners. Create worksheet or provide resources for learners to practice.	"Helping Students Discover the Origin of Words." Gold, Yvonne. The Reading Teacher 35 (December 1981): 350-51 (teacher resource) Practice workbooks, worksheets that provide exercises on root words, prefixes, suffixes, compound words The Vocabulary Builder: The Practically Painless Way to a Larger Vocabulary, Comtemporary, RL:N/A Words, Words, Words!!! South-Western, RL:N/A

INSTRUCTIONAL OBJECTIVE IV: Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Increase Your Vocabulary, Cambridge, RL:N/A
3. Analogies	Have the student practice analogy exercises in commercial texts or teacher-made worksheets.	Display example of categories, relationships, and analogies -- guide learners to see relationships of words. As the exercises are worked, ask the questions: How are the first two words related? Set up the same relationship for a given third word to a fourth word. Example: hot is to cold as big is to _____; dog is to dogs as deer is to _____; dark is to light as benevolent is to _____. Use word line to concretely demonstrate analogies, antonyms, and synonyms. impossible difficult hard reasonable easy	"Running Shoes Are to Jogging as Analogies Are to Creative-Critical Thinking." Bellows, Barbara, Journal of Reading 23 (March 1980): 507-11 (teacher resource) "Word Lines: An Approach to Vocabulary Development." Macey Joah Mary, The Reading Teacher 35 (November 1981): 216-17 (teacher resource)
5. Homographs (identical spelling, different meanings)		Present words in context to help learners understand.	"Vocabulary Strategies Belong in the Hands of Learners." Kaplan, Elaine M., and Tushman, Andrea, Journal of Reading 24 (October 1980): 32-34 (teacher resource)
6. Antonyms (words that are opposite in meaning)		Create exercise where learners have to provide a word with opposite meaning. This strategy will expand learner's vocabulary.	Teaching Reading Vocabulary. Johnson, Dale D. and Pearson, P. David. Holt, Rinehart, and Winston, 1984 (teacher resource)

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
7. Synonyms	Have the student use a dictionary or Thesaurus to find synonyms.	Same process as antonyms	
8. Specialized vocabulary	Have the student keep a list of words from specialized text. Have the student think of how the words are related. Encourage the student to use the words whenever possible in writing or speech. Have the student create semantic maps or structured overviews of text that are read.	Use vocabulary strategies that suggest that words be introduced as conceptual frameworks. Example: in studying unit of study in a specialized text, learners may find it helpful to examine the relationship of of the words that have been introduced to them. What are the subordinate words -- which are the subordinate concepts? Model structural overviews for learners or guide them to build their own.	Janus Survival Vocabulary Books: Banking Language, Clothing Language, Credit Language, Drugstore Language, Entertainment Language, Job Application Language, Restaurant Language, Sign Language, Supermarket Language, Drivers License Language, Janus, RL:variable - 1-4
9. Dictionary		Guide learners through the process of finding given words in the dictionary, examining all the given definitions, and selecting the definition that makes sense in the context. Additional ideas -- dramatizing words, vocabulary, notebooks, word origins, puzzles, games, concrete experiences to associate with new labels, and classifying	Reading 2600, Steck-Vaughn, RL:4-8
B. To recognize the function of sentences and to use comprehension of the sentence to comprehend whole text		There is evidence that sentence comprehension is very important to reading comprehension. Sentences can be a source of comprehension failure. Several types of sentences cause problems--sentences with passive patterns,	Reading Comprehension: New Directions for Classroom Practice, McNeil, John D., Scott, Foresman, 1984 (teacher resource)

INSTRUCTIONAL OBJECTIVE IV:. Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		appositives with commas, clauses as subjects, pronouns and sentences that require a referent, missing words, implicit relationships, particular connectives, punctuation, and figurative language. Aid learners in recognizing problem sentences (metacognition). In addition, guide them through the process of interpreting difficult sentences. McNeil has excellent strategies outlined in his text. It is also important that readers understand sentences within the context of paragraphs. It might be helpful to examine typographical aids and connective or guide words.	Reading 2200, Steck-Vaughn, RL: 4-8 "Developing Sentence Comprehension in Reading," Barnetz, John. Language Arts 56 (November/December 1979): 902-908 (teacher resource)
C. To recognize the function of a paragraph and to use the comprehension of a paragraph to comprehend whole text 1. Introductory 2. Narrative 3. Transitional 4. Illustrative 5. Topical 6. Summary	Have the student analyze functions of paragraphs. Have the students locate topic sentence or state topic if there is not a a topic sentence. Have the student examine the relationship between sentences. Which sentences seem important? Which ones seem to be repetitions or contain unimportant information?	Paragraphs are a group of sentences that collectively serve a function or purpose in a selection. It is helpful to reading comprehension if the reader is aware that paragraphs differ in their function and organization. It is also important for students to be able to recognize the main idea of a paragraph. Give several practice exercises to learners with the following task: 1. Create a title. 2. Locate the topic sentence (when it is explicit).	McCall-Crabbs Standard Test Lessons in Reading, Teachers College, RL: variable Specific Skills Series, Barnell-Loft, RL: variable Superstars Series I, Steck-Vaughn, RL: 7-12 Viva! Famous Mexican Americans, Steck-Vaughn, RL:

INSTRUCTIONAL OBJECTIVE IV: Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		3. State the topic sentence (when it is implicit).	Famous Black Americans, Steck-Vaughn, RL: 6-7
D. To recognize the function of isolated words, sentences, paragraphs, text organization and structure, and use this knowledge to comprehend whole text. 1. Expository Text a. Sequence or chronological order b. Simple listing or enumeration c. Cause and effect d. Comparison and contrast e. Topical order	Have the students ask themselves what the pattern of the specific selection is. Then ask self-monitoring questions: How is this selection organized? What do I know about this topic? What do I need to review before reading it? Do I agree with the author's statement? Is the author credible? Does this article make sense? If not, is it because I don't know vocabulary, don't have a background, can't decode, can't identify structure, or is it because the article is poorly written? Is this a meaningful article? What will I do with this information? Do I want to remember it? Forget it? Continue to read about the topic? What does it mean for my life?	Research indicates that readers need a knowledge of text structure. Provide examples of text structure to learners so they will be able to recognize the way text is organized. An organization schema will be helpful as they approach text. The most important variable in reading text and understanding it is the learner's prior knowledge. When a learner does not have a background for reading text, the instructor/facilitator might structure strategies that will provide learners with the knowledge base or skills to approach the task. Reading is a cognitive skill. Therefore, instructor/facilitator might need to use special strategies to help learners process the text. (Guided Reading Procedure, Structured Overview Study Guides, SQ3R, Goodman's Reading Lessons Questioning Strategies, Summarizing)	Reading Strategies and Practice: Guide for Improving Instruction, Tierney, Robert J., Readance, John E., Dishner, Ernest K.: Allyn and Bacon, 1980 (teacher resource) Real Stories, Book A, Globe, RL: 5 The Follett Adult Basic Reading Comprehension Program, Cambridge, RL: 1-2 Scott, Foresman Adult Reading Comprehension, Scott, Foresman, RL: 2-6 Reading Competence, Reading Improvement, Reading Performance, Reading Achievement, Cambridge, RL: variable, low level Reading Comprehension New Directions for Classroom Practice, McNeil, John D., Scott, Foresman and Company, 1984 (teacher resource)

INSTRUCTIONAL OBJECTIVE IV: Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Reading Strategies: Focus on Comprehension, Goodman, Yetta, and Burke, Carolyn. Holt, Rinehart and Winston, 1980 (teacher resource) Background Knowledge and Reading Comprehension, Adams, M. and Bruce, B. Center for the Study of Reading, University of Illinois at Urbana-Champaign, 1980 (teacher resource) GED Scorebooster 2: Reading Skills in Social Studies, Science and General Reading, Steck-Vaughn, RL: 9-12 "Teaching Reading Comprehension by Connecting the Known to the New," Wilson, Carol Roller. The Reading Teacher 36 (January 1983): 382-89 (teacher resource) All GED practice books

INSTRUCTIONAL OBJECTIVE IV: Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
2. Narrative	Have the student apply story maps to comprehend plays, short stories, and novels. Always ask questions such as: What has happened? What do I think will happen next? Try to relate to story by asking questions: Has this ever happened to me? Which character can I identify with? Would I have acted similarly? How would I be different? How is this story related to me? How can I use this selection to help me cope in my relationships in work and life?	Narrative text includes biographies, plays, short stories, and novels. Particularly in the area of comprehending stories, the instructor/facilitator could help learners realize that stories have structure (or grammar) and those readers who have the schemata for a story remember the stories better. Questions should center around these important elements of text (and not trivial recall questions): 1. Setting: Protagonist, time, place 2. Initiating Event or Problem 3. Reaction or Goal Formulation 4. Attempts and Consequences 5. Resolution or Outcome 6. Response Be sure to include questions of form, content, and affect.	"Developing Questions that Promote Comprehension of the Story Map," Beck, Isabel L. and McKeown, Margaret B. Language Arts 58 (November/December 1981), 913-17 (teacher resource) "Remembrance of Things Passed: Story Structure and Recall," Mandler, J.M. and N.S. Johnson. Cognitive Psychology 9 (1977): 111-51 (teacher resource) "Story Grammars and Reading Instruction," Whaley, Jill F. The Reading Teacher 34 (April 1981): 762-71 (teacher resource) Encounters Series, EMC, RL: 3-4 Longman American Structural Readers, Longman, RL: variable, low level All GED practice books

INSTRUCTIONAL OBJECTIVE IV: Function of text material, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			The Promise and Other Stories, The Put-Down Pro and Other Plays, The Choice and Other Stories, The Big Hassle and Other Plays, Janus, RL: 2 Mastering Basic Reading Skills, Steck-Vaughn, RL: 2-6 Applying Reading Skills, Steck-Vaughn, RL: 2-4

INSTRUCTIONAL OBJECTIVE V: To recognize, recall, and utilize information that has been explicitly stated within a text to facilitate comprehension of text (literal)

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To recognize main ideas of explicitly stated text	Have the student practice these comprehension questions from the commercially prepared materials or answer questions asked by the teacher.	Nearly all commercial materials on the market include comprehension questions that focus on literal aspects of text in all the subskill areas. To understand explicitly stated text, the learners have to recognize stated main ideas, details, sequences of events, relationships of paragraphs, and an understanding of each of the units of comprehension (word, sentence, paragraph, and whole selection). Use questioning strategies to guide learners to comprehending text. In addition, use commercially produced selections and questions for practice and reinforcement of the text.	The Teaching of Reading, 6th ed., Dallman, Martha et al. Holt, Rinehart Winston, 1982, Chapters 7A and 7B (teacher resource) Teaching Them to Read, 3rd ed., Durkin, Delores. Allyn and Bacon, 1978, Chapters 14 and 15 (teacher resource) "Direct Teaching Strategies," Merlin, Shirley B., and Rogers, Sue F., The Reading Teacher 35 (December 1981) 292-97 (teacher resource) "A Scale of Questions to Guide Comprehension Instruction," Crowell, Doris C. and Hu-pei Au, Kathryn, The Reading Teacher, 34 (January 1981) 389-93 (teacher resource) Living in the Reader's World, Books 1-4, Cambridge, 2-6

INSTRUCTIONAL OBJECTIVE V: Literal comprehension, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
B. To recognize details of a given passage			Living in the Reader's World, Books 1-4, Cambridge, RL: 2-6
C. To recognize the sequence of a selection			Detecting the Sequence, "Specific Skills Series," Barnell-Loft, RL: variable
D. To recognize comparison/contrast relationship of ideas			Building Basic Skills in Reading, Book 1, Contemporary, RL: 3-5
E. To recognize cause-and-effect relationship of ideas			Building Basic Skills in Reading, Book 1, Contemporary, RL: 2-4

INSTRUCTIONAL OBJECTIVE VI: To use a knowledge base of the world to interpret passages that have an implied message (inferential)

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student answer inference questions from commercial texts to practice and reinforce skills. Have the student find evidence to answer questions.	Much of this information is text-implicit. The learner has to synthesize the information that is provided and interpret the text with the aid of their own knowledge and experiences. Continue to ask predictive/hypothesis-formation questions. Inferential and interpretive reading forces the learner to derive ideas that are implied by an author. The learner has to read between the lines. Lange (1981: 443) states that the readers make inferences consistent with their schemata. So instruction may need to focus on connecting prior knowledge to new knowledge to help learners make inferences. Often, the instructor/facilitator may need to offer very specific guidance and modeling to demon- "how to make an inference."	Reading Strategies: Focus on Comprehension, Goodman, Yetta M. and Burke, Carolyn L. Holt, Rinehart and Winston, 1980 (teacher resource) "Making Sense with Schemata," Lange, Bob. Journal of Reading 24 (February 1981): 442-45 (teacher resource)
A. To infer main ideas in a given text			Getting the Main Idea, "Specific Skills Series," Barnell-Loft, RL: variable
B. To infer details in a given text			Getting the Facts, "Specific Skills Series," Barnell-Loft, RL: variable
C. To infer sequence of a given text			Detecting the Sequence, "Specific Skills Series," Barnell-Loft, RL: variable
D. To infer cause and effect relationship of ideas in a given text			Skills in Reading 1: Reading in Social Studies, Natural Sciences, and Literature, Cambridge, RL: 5-8

INSTRUCTIONAL OBJECTIVE VI: Inferential comprehension, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To infer comparison and contrast relationships of ideas in a given text			
F. To infer classifications of concepts or ideas in a given text			
G. To infer events in a given text			Living in the Reader's World, Book 3, Cambridge, RL: 3-5 Any narrative selection
H. To draw conclusions in a given text			Drawing Conclusions, "Specific Skills Series," Barnell-Loft, RL: variable
I. To predict outcomes in a given text		Stop the reader and ask her/him to predict the next event.	Use any materials.
J. To interpret characters and their motives in a given text			Any narrative selection
K. To interpret story events and their relationships in a given text			

INSTRUCTIONAL OBJECTIVE VII: To use a knowledge base of the world and one's own personal experiences to judge content, style, and format of the text (critical)

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To evaluate author's purpose in a given article	Have the student practice on commercially produced materials to evaluate the text.	The ability to evaluate or critically read text is a very functional skill. The ability to make decisions about what is read will enable the learners to make decisions about their daily lives. The instructor/facilitator needs to encourage the learner to be an active and questioning reader. The reader will have to make judgments based on standards in his/her own life experiences to examine accuracy, appropriateness, credibility of a solution or author. Much direct instruction may be needed to focus on evaluative strategies and propaganda devices.	"Critical Reading," Rabin, Annette, T. Journal of Reading, 24 (January 1981): 348 (teacher resource) "Checking the Source: An Essential Component of Critical Reading," Ross, Elinor Parry. Journal of Reading 24, (January 1981): 311-15 (teacher resource) "Critical Thinkers Become Critical Readers," Neville, Rita. The Reading Teacher 35 (May 1982): 947-48 (teacher resource)
B. To evaluate author's style in a given article			Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4
C. To evaluate author's tone in a given article			Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4
D. To evaluate author's point of view presented in an article			Critical Reading Skills, Cambridge, RL: 6-8
E. To evaluate reality and fantasy elements of a selection			Steck-Vaughn Adult Reading, Reading 2800, RL: 4-8

INSTRUCTIONAL OBJECTIVE VII: Critical comprehension, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
F. To evaluate fact and opinion statements in a selection			Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4
G. To recognize propaganda devices in a selection			Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4

INSTRUCTIONAL OBJECTIVE VIII: To develop and apply a variety of thinking skills to the reading process

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop several thinking processes: association, comparison, contrast, convergent/divergent, synthesis/analysis, inductive/deductive, classifying, critical, and creative		Since reading is a form of thinking, it is important that instructors/facilitators provide exercises in "thinking" through the use of demonstration, questioning strategies, commercially prepared materials, media, and current events. Capitalize on interesting topics to readers around which to center activities. Apply learned or reviewed thinking skills to text material.	"The Reading Process," Zintz, Miles V. The Teacher and the Learner, 3rd ed. William C. Brown, 1980 (teacher resource) Teaching Reading Comprehension, Pearson, P. David, and Johnson, Dale. Holt, Rinehart and Winston, 1978 (teacher resource)
B. To apply thinking processes to the reading process		Through questioning strategies, help learners recognize that reading is a form of thinking.	Teaching Reading as Concept Development: Emphasis on Effective Thinking, Henry, George H. International Reading Association, 1974 (teacher resource) Critical Thinking, Scholastic Critical Reading Skills, Cambridge, RL: 6-8 Cognition, Curriculum and Comprehension, Guthrie, John T., ed. International Reading Association, 1971 (teacher resource)

INSTRUCTIONAL OBJECTIVE IX: To recognize and apply the concept that rate of reading and thoroughness of reading depend on the purpose of the reading task

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To apply skimming strategies to text material when appropriate B. To apply scanning strategies to text material when appropriate C. To apply word by word study-type strategy when appropriate	Have the student evaluate the material (difficulty, structure, organization). Have the student set his own purpose for reading. Establish a rate or time goal and pace the reading activity. Through practice, have the student adjust her style and rate of reading to fit the purpose and task demands of the text material.	Provide varied text material and purposes for readers. Encourage readers to adjust their rate. Pace learners through activities. Demonstrate skimming (reading for general idea) and scanning techniques (reading to find specific information) using functional reading materials.	"Developing Flexibility Through Reflex Action," Hoffman, James V. The Reading Teacher 33 (December 1979): 323-29 (teacher resource) Reading 2800, Steck-Vaughn, RL: 4-8 Reading: The Art of Getting the Message, Series 1 and 2, South-Western, RL: 6-12 Better and Faster Reading, Cambridge, RL: 6-9

INSTRUCTIONAL OBJECTIVE X: To develop and apply strategies for using resources to comprehend text

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To utilize parts of books to locate information 1. Title 2. Copyright page 3. Preface 4. Table of contents 5. Introduction 6. Appendices 7. Glossaries 8. Footnotes 9. Bibliography	Have the student use his own books to locate each of the parts of the books. Encourage him to articulate the utility and function of each of the sections of the text.	Many readers do not use resources because they do not know how. A simple helpful task might include a presentation on the different parts of a book. Then teacher-made or commercially made exercises that require the learner to use the different parts would be helpful.	Building Real Life English Skills, National Textbook, pp. 217-233, RL: 5-8
B. To utilize reference materials to locate information 1. Almanacs 2. Atlases 3. Encyclopedias 4. Government publications 5. Newspapers 6. Periodicals 7. Posters 8. Telephone directories 9. Thesaurus 10. Time schedules 11. Yearbooks	Have the learner investigate the answers to her own questions. Encourage her to use a variety of references. Guide her in the process if needed.	Reference materials can best be taught by having the learners use the materials to locate their own important information or answers to important questions. In other words, incorporate the use of reference materials into real-life situations. It is also useful to integrate the reference material with "content" tasks. For example, government publications might be utilized in a consumer economics course or lesson.	Reading Schedules, Janus, RL: N/A Building Real Life English Skills, National Textbook, RL: 5-8 The APL Series: Community Resources Reading Book, HBJ, RL: 4-6 Fundamental Forms Skill Text for Everyday Living, Special Service Supply
C. To utilize the library to locate information 1. Card catalog 2. Organization	Have the learner visit a local library and actually check out a book. Encourage him to ask librarians for help in using the card catalog. Have the learner tour the library to familiarize himself with its organization.		Building Real Life English Skills, National Textbook, pp. 200-211, RL: 5-8

INSTRUCTIONAL OBJECTIVE XI: To use graphic aids to facilitate the comprehension process

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Questioning strategies are helpful in guiding the learner to graphical literacy. A series of questions should be presented in oral and/or written form that actually lead the learner through the learning process. To ensure the transfer of graphical literacy skills, present the learner with several kinds of maps, graphs, time lines, etc. Also apply the information to meaningful content for the learner. For example, maps of the learner's home town should be used and related to state, national, and global maps.	"Graphical Literacy," Fry, Edward. Journal of Reading 24 (February 1981): 383-90 (teacher resource)
A. To comprehend maps	Have the student use various maps for different purposes, i.e., rainfall in East Texas, outline trip to Dallas.		Building Real Life English Skills, National Textbook Company, RL: 5-8 Getting Around Cities and Towns, Janus, RL: 2-4
B. To comprehend graphs	Have the student graph her own progress in an arena of her life.		Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4
C. To comprehend time lines	Have the student time line his activities for the week, month, year.		Steck-Vaughn Adult Reading, Reading 2700, Steck-Vaughn, RL: 4-8
D. To comprehend charts	Have the student interpret a variety of charts. Guide her through process of discussion.		Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4
E. To comprehend globes	Have the student find geographical locations that are in world news.		
F. To comprehend figures			
G. To comprehend tables			Occupational Education Fact Finding Series, Part II, Special Service Supply, RL: 3-6

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
H. To comprehend diagrams			Building Basic Skills in Reading, Book 2, Contemporary, RL: 2-4

INSTRUCTIONAL OBJECTIVE XII: To use organizational skills to facilitate acquisition, storage, and retrieval of knowledge

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To apply strategies to approach and process text	Have the student survey the text. Decide on a purpose for reading text. Continue to reflect on text and relate information to what is already known about topic. Summarize what has been read and relate it to personal life.	Demonstrate SQ3R technique to text selection (Survey, Question, Read, Recite, Review)	Effective Study, Rev. ed., Robinson, Francis P. Harper and Row, 1961 (teacher resource)
	Have the learners use teacher-made study guides on content material that focuses on the important concepts and models the process of approaching the text.	Create study guides that guide a learner through text.	"Pattern Guides: A Workable Alternative for Content Teachers," Olson, Mary W., and Longnion, Bonnie. Journal of Reading, May 1982 (teacher resource) Use any text material
B. To utilize notetaking skills to acquire and remember information	Have learners take notes on a given topic. Check to see if notes reflect important concepts.	Demonstrate conventional outlines, arrays, and radials.	"Stepping Up to Outlining," Hansell, Stevenson E. Journal of Reading 22 (December 1978): 248-252 (teacher resource) Reading Comprehension, McNeil, John, Scott, Foresman and Company, 1984 (teacher resource) Notetaking Made Easy, Contemporary, RL: 8 Thirty Lessons in Notetaking, Curriculum Associates

INSTRUCTIONAL OBJECTIVE XII: Organizational skills, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To utilize outlining skills to acquire and remember information	Have the student apply various outlining strategies to text material or lecture.		Use any text or lecture material.
D. Summarizing	Have the student apply a variety of summarizing strategies to text material.	Teach Kintsch and Van Dijk's summarizing rules to text: 1. Delete unnecessary material 2. Delete repetitious material 3. Substitute a superordinate term for a list of items. Example: *flowers* for daisy, rose, tulip. 4. Substitute an encompassing action for a list of subcomponents of that action. 5. Select a topic sentence 6. Create a topic sentence if none is given.	"Towards a Model of Text Comprehension and Production," Kintsch, W., and Van Dijk, T. R., *Psychological Review* 85, no. 5 (1978) 683-94 (teacher resource) "The Development of Rules for Summarizing Texts," Brown, A.L., and Day, J. D. (Unpublished manuscript, University of Illinois, 1980) Use any text material.
E. To develop constructive study habits			*Pathways: A Guide to Reading and Study Skills*, Houghton-Mifflin, RL: 10 *A Time to Learn: A Guide to Academic and Personal Effectiveness*, Holt, Rinehart and Winston, RL: 10 *Learn How to Study*, Charles Scribner's Sons, RL: 9

INSTRUCTIONAL OBJECTIVE XIII: To recognize important variables affecting the comprehension of text

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To recognize and analyze how vocabulary knowledge impacts reading comprehension B. To recognize that knowledge of language and how it works is critical to comprehension C. To recognize that knowledge of sound/symbol relationships and ability to decode is critical to comprehension D. To recognize that interest in text affects comprehension of text E. To recognize that knowledge of structure of text is important to reading comprehension F. To recognize that knowledge of author's organization patterns is important to reading comprehension G. To recognize that prior knowledge and experience affect reading comprehension	Before, during, and after reading a selection, have the student verbalize what might be causing his comprehension problem. Guide him to identify his strengths and weaknesses. Example: "I can decode the words, and I know the vocabulary words, and I am familiar with the text content, but I'm just not interested in the content."	McNeil suggests that metacognition "is the conscious control of one's thinking about self, task, and the monitoring of performance. The problem of metacognition is to make readers aware of the difference between what they know and what they don't. In reading, metacognition means being aware of what one's purposes for reading are, how to proceed in achieving these purposes, and how to regulate progress through self-checking of comprehension and self-testing." Adult readers need to know what affects their comprehension as well as identify what is the cause of their comprehension breakdown. Use questioning strategies to help them identify their strengths and weaknesses.	"Metacognition and the Reading Process," Baker, L., and Brown, A. J. A Handbook of Reading Research, ed. P. D. Pearson. Plenum Press, 1983 (teacher resource) Reading Comprehension, McNeil, John. Scott, Foresman and Company, 1984, p. 95

INSTRUCTIONAL OBJECTIVE XIV: To develop a strategy for approaching and processing text

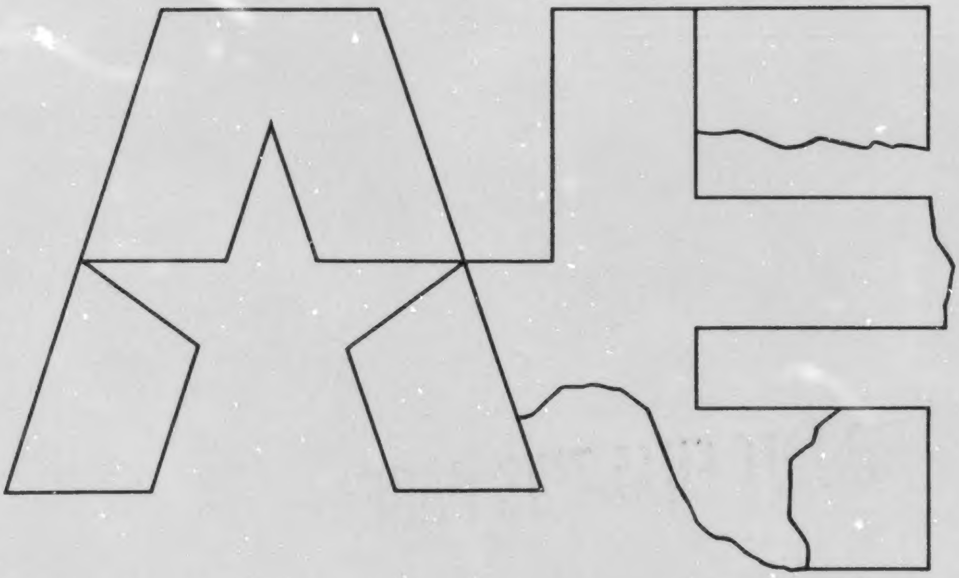
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To utilize pre-reading activities B. To set purposes C. To expect text to make sense D. To self-monitor progress E. To implement self-correction strategies F. To utilize post-reading activities	Have the student actually practice these behaviors. Provide guidance and feedback as the learner proceeds through each step of the reading process.	To encourage constructive reading behaviors, the instructor/facilitator needs to continuously remind the learners that they should always set purposes for reading, preview vocabulary, charts, graphs. They should also expect print to make sense. When it doesn't, the learners should decide cause. Is it the text or their skills? Decide what can be done about it: read on, form hypotheses and evaluate later, reread sentence, reread paragraph or article, or seek help from dictionary, teacher, etc. At the end of reading a selection, encourage the learner to make a decision about the text material. What is to be done about it? Store it in his brain? Read more about topic? Throw it out?	Variety of text material in learners' environment: commercial material, community resources, journal articles, novels, short stories, etc.

INSTRUCTIONAL OBJECTIVE XV: To recognize reading as a process and skill that affects one's life and to use information, ideas, and/or events from text and apply them to one's own life experiences and/or problems

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To process print as a problem-solving strategy (analyze personal problems and find a solution or alternative solutions) B. To process print for the expansion of knowledge (assimilate and accommodate new information from text) C. To process print for recreation and enjoyment	Have the students express what information they gain from a selection. Have them express how the information gained affects them. Examples: Were they able to solve a problem? What did they learn? How will it change their lives? What emotions did they experience in reading? Was it entertaining?	Before readers can value reading as a skill, they need to recognize that the skill can positively affect their lives. Reading can be a valuable skill in many areas: (problem-solving, knowledge expansion, and recreation). Guide the learners to the recognition that reading can be valuable in their lives.	A variety of meaningful and relevant text material Building Real-Life English Skills, National Textbook, RL: 5-8 Finding A Job, Steck-Vaughn, RL: 1-2 Everyday People, Steck-Vaughn, RL: 3-4 Managing Money, Steck-Vaughn, RL: 4-6 Reading: The Art of Getting the Message, Series 1 and 2, South-Western, RL: 6-12 The APL Series: Community Resources Reading Book, HBJ, RL: 4-6 Getting Ready to Drive, Frank E. Richards, RL: 2-3 Driving in the City and Country, Frank E. Richards, RL: 2-3

INSTRUCTIONAL OBJECTIVE XV: Reading as a life skill, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Follett Success Skills Series, Cambridge, RL: 2-4 Follett Coping Skills Series, Cambridge, RL: 2-4



Writing

WRITING

This section of the Guide is devoted to the skill of writing and language arts (spelling, punctuation, organization, etc.) in order to enable the student to express himself or herself in writing as correctly, effectively and easily as possible. In order to accomplish this goal, the following Instructional Objectives are addressed:

I. To understand proper sentence construction and to be able to write good, simple sentences

II. To understand the proper use of verb tense and why it is essential for students to use proper verbs both in speaking and in writing

III. To become aware of the difference in regular and irregular verbs and how to use them in the proper time sequence

IV. To understand and use the proper subject-verb agreement

V. To be aware of and use basic capitalization rules

VI. To be aware of and use basic spelling rules

VII. To be able to write more complicated sentences by adding complements

VIII. To acquire basic skills in the use of the comma

IX. To become aware of the use of possessive forms of nouns and possessive pronouns

X. To be able to write a simple, clear paragraph

INSTRUCTIONAL OBJECTIVE I: To understand proper sentence construction and to be able to write good, simple sentences

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand that sentence patterns form the basis for instruction in understanding English sentences	In a group setting, give each student a slip of paper bearing either a fragment or a sentence. Have the student read it to the group. The group determines if it makes sense. If so, it is complete. If not, it is a fragment. Have student determine what is missing.	It is essential that understanding takes place.	Problems of Sentence Construction, Singer SVE Educational Filmstrips, TRENDS #50-0137-01-1 Subjects and Predicates, Singer SVE Educational Filmstrips, TRENDS #50-0137-01-1
	Have the student write four sentences—one with the S-V pattern, one with the S-V-V pattern, one with the S-V-N pattern, and one with the S-V-V-N pattern.	It is essential that students understand that the most common sentence pattern in English is: subject-verb (S-V). The next most common pattern is: subject-verb-verb (S-V-V). The next most common pattern is: subject-verb-noun (S-V-N) or subject-verb-verb-noun (S-V-V-N). If a student can write his own sentences for the common sentence patterns, he really is beginning to understand his language.	
	Duplicate a set of sentences similar to the following: a) Gene saw (what?) b) The men provided (what?) c) The carpenter designed (what?) Have the student supply the missing words to answer "what?"	Point out that the S-V-N pattern will follow this line of questioning: Who did/does what?	
B. To learn about verbs as the activity which takes place in the sentence pattern	To facilitate the student learning that a verb is the "activity" in the sentence pattern, write a short paragraph on the board or on a	Explain that verbs are identified as the activity in the sentence pattern (being verbs will be taught later).	

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	transparency leaving out the verbs. Have the student figure out the action by filling in the blanks. Have the student make up her own paragraphs, leaving out the verbs and exchanging with one another to determine the activity.		
	Supply students with a paragraph in which sentences primarily have linking verbs. Have the student separate "activity" sentences from those with no action.	Explain that is and are are linking verbs.	
C. To learn about subjects (nouns and pronouns) as who or what does the action in the sentence	Hand each student a copy of either a "subject box" or a "verb box" (see Teacher Notes). Have the student pick a partner so that one partner has the subject box and one a verb box. Have the partners write original S-V sentences. See which pair can write their five sentences first.	Explain that subjects are identified as who or what does the action in the sentence. **Subject Box**: students, birds, people, dogs, elephants **Verb Box**: relax, run, sing, swim, work	
	Have each student write one sentence. Arrange cards with pronouns I, We, You, He, She, It, They on chalkboard ledge. Have the student read his sentence. Group picks card to substitute for subject.	Only teach subject pronouns now (I, We, You, He, She, It, They). Explain that nouns may be common or proper and may be the subject.	

INSTRUCTIONAL OBJECTIVE I: Sentences, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Reverse process—have each student write a sentence for each pronoun listed. Then have him or her substitute a proper noun for the pronoun.		
D. To understand conjunctions (only and, but, or, nor) as: 1. Connecting words in sentences 2. Connecting words to join two sentences		Give student examples of a) sentences with double subjects connected by a conjunction, b) double verbs connected by a conjunction, and c) two sentences connected by a conjunction.	

INSTRUCTIONAL OBJECTIVE II: To understand the proper use of verb tense and why it is essential for students to use proper verbs both in speaking and in writing

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To understand the each different form of a verb shows when the action is taking place	Have the student draw a verb from a container which contains only action verbs. Using a timer to time one-minute or two-minute intervals, have the students write short sentences with as many forms of the verb as they can. Allow them to draw again if they go blank. Have the student trade verbs and repeat the process.	Use a verb familiar to the students. On a chalkboard ask them to help you write as many sentences as possible with the various verbs. This brainstorming technique works well. Example used is bite. 1. The dog is biting the man. 2. The dog bites people who walk on the family property. 3. Did the dog bite the cat? 4. The dog will bite strangers. 5. The dog has bitten strangers. 6. The man had been bitten on the leg. Choose another verb and repeat the process. (sing, walk) Discuss both regular and irregular verbs. This exercise should only be done for about five minutes just to break the routine. Discussion should follow on regular and irregular verbs. Use: ring, sing, think. (See following page for more on irregular verbs.)	
	Have headings yesterday, today, and tomorrow at top of sheet of paper. Have each student give a verb orally. Each student writes it in the individual column under the proper heading. Substitute past, present, and future as activity progresses.		

INSTRUCTIONAL OBJECTIVE III: To become aware of the difference in regular and irregular verbs and how to use them in the proper time sequence

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To learn about/review irregular verbs	Have the student write the principal parts of the most common irregular verbs.	Students will probably welcome extra help with irregular verbs which often cause difficulty. Group the irregular verbs for the students. Example: ring rang rung sing sang sung Ask: Is it then bring, brang, brung? Unfortunately some will have used these forms. Be sure to indicate that the choice in this case is the logical one. Point out that the above change in pattern is the reason people from other countries have so much difficulty in learning our language. Be sure to include the following: 1. lie (falsehood); lie—lying—lied—lied 2. lie (recline); lie—lying—lay—lain Once a student understands both forms using lying, he generally can use the two. 3. hang (suspend); hang—hanging—hung—hung 4. hang (execute); hang—hanging—hanged—hanged 5. swim—swam—swum 6. raise (to lift); raise—raising—raised—raised 7. rise (to get up); rise—rising—rose—risen	"Categorization of Common Irregular English Verbs," TRENDS #104

INSTRUCTIONAL OBJECTIVE III: Regular and irregular verbs, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		8. set (to place); set—setting—set—set 9. sit (as a person sits); sit—sitting—sat—sat Present practice exercises to help students discover which irregular verbs give them the most trouble.	

INSTRUCTIONAL OBJECTIVE IV: To understand and use proper subject-verb agreement

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To understand subject-verb agreement	Have the student recognize subject-verb agreement. (Ex., The pot is on the stove. The birds are flying low.)		Problems of Agreement, Singer SVE Educational Filmstrips, TRENDS #50-0137-01-1
	Have the student learn the following as singular: each, one, no one, anyone, everyone, someone, nobody, anybody, somebody, everybody.	Demonstrate how all use singular verbs. (Ex.: Anyone is welcome to attend the meeting.)	
	Have the student give examples that illustrate each rule for subject-verb agreement.	Explain that collective nouns may be either singular or plural. Discuss some common collective nouns: army, audience, class, club, committee, crowd, flock, herd, group, jury, orchestra, swarm, team, troop.	
	From a list of sentences illustrating each rule in a scrambled order, have the student identify which illustrates which.	Teach prepositional phrases only as a means of removing unnecessary words when checking S-V agreement.	

INSTRUCTIONAL OBJECTIVE V: To be aware of and use basic capitalization rules

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To understand the principles of basic capitalization		Include a discussion of the following basic principles of capitalization: 1. All sentences begin with capital letters. 2. Proper nouns are written with capital letters (nouns studies done early). 3. Names of school subjects are written with capitals only if they come from a proper noun (English, Spanish, but not math). 4. Titles that precede names and abbreviations use capitals. 5. All words concerning God, or religions and pronouns referring to God should be in capital letters (God takes care of His...). 6. Relatives (Father, Mother, Aunt, Brother...) are written in capitals if not preceded by a possessive noun or pronoun. 7. The first and last words of all important words of titles should be capitalized. Most students know something about capitalization. They generally need a quick review. Many do not know items 3, 5, and 6.	English Mastery Book I, Steck-Vaughn, RL:NA Programs for Individualized Instruction, "Capitalization and Punctuation." Barnell-Loft, RL: N/A Cambridge Pre-GED Program, RL: 5 Mastering Capitalization and Punctuation, Continental Press, TRENDS #50-0073-04-5
	Have the student proofread for proper capitalization.	Use material on an overhead projector if one is available, or simply hand out a typed newspaper story where capitals have been omitted. This is not offensive to adults. The story itself may have a great many uses if it	

INSTRUCTIONAL OBJECTIVE V: Capitalization, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		is from a local paper. The newspaper story can be used later to discuss adjectives and adverbs.	

INSTRUCTIONAL OBJECTIVE VI: To be aware of and use basic spelling rules

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. TO UNDERSTAND: Some basic spelling rules and their exceptions B. TO LEARN to tell "on sight" if a word is spelled correctly	Using prepared worksheets and/or transparencies, have the student study the following spelling rules and their exceptions and complete exercises using these rules:	Organize competitive games for students, such as spelling bees, quoting rules, exceptions, etc.	Spelling Rules Workbook, developed by Holly Hunter for TRENDS PROJECT. No. T.M. 203 RL: N/A
C. TO UNDERSTAND THAT RULES ARE USED ONLY AS SPELLING AIDS	RULE I: "i" before "e", except after "c" or when sounded like "a" as in "neighbor" and "weigh"		
D. To become aware of the exceptions but to concentrate only on the commonly used words	RULE II: (a) If a word ends in silent "e", drop the "e" before an ending that starts with a vowel.	Keep the "e" before an ending that starts with "a" or "o" (Ex., courageous - noticeable).	
	(b) Keep the silent "e" before an ending that starts with a consonant.		
	RULE III: (a) If a word ends in a consonant plus "y", change the "y" to i" and add the ending.	(Ex., babies - happier)	
	(b) If a word ends in a vowel plus "y", do not change the "y".	(Ex., days - payment)	
	(c) If you add an "ing" ending do not change the "y".	(Ex., carrying - saying)	
	RULE IV: For one-syllable words, when adding a suffix beginning with a vowel, (a) double the final consonant if the word ends in one vowel and one consonant.	(Ex., hitting - knotted)	

INSTRUCTIONAL OBJECTIVE VI: Spelling, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	(b) Do not double the final consonant if a word ends in two consonants.	(Ex., sending - blended)	
	(c) Do not double the final consonant if a word ends in two vowels and one consonant.	(Ex., reading - raided)	
	RULE V: For words with two or more syllables, when adding a suffix beginning with a vowel, (a) Double the last letter before adding the suffix IF		
	The word ends in a single consonant preceded by a single vowel, and		
	The accent remains on the last syllable of the original word.	(Ex., referred - admitting)	
	(b) Do not double the last letter IF		
	The word ends in two consonants.	(Ex., intended)	
	The word ends in two vowels and a consonant.	(Ex., contained)	
	The suffix begins with a consonant.	(Ex., allotment)	
	The accent shifts from the last syllable of original word.	(Ex., reference - conference)	
	RULE VI: Changing "c" to "ck". When a word ends in "c" and the suffix begins with "e", "i", or "y", insert a "k" to retain the hard sound of "c".	(Ex., picnic - picnicking)	

INSTRUCTIONAL OBJECTIVE VI: Spelling, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	When the "c" retains the soft "s" sound, do not use the "k".		
	Have the student learn the correct spelling for each of the 100 most misspelled words (in Appendix C).		List of 100 most misspelled words (see Appendix C)

INSTRUCTIONAL OBJECTIVE VII: To be able to write more complicated sentences by adding complements

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To understand complements (adjectives and adverbs)		Explain that 1) adjectives are picture words that describe nouns and 2) adverbs are words that tell how, when, and where about verbs.	
	Have the student bring some family snapshots to share. Have him write a sentence or two about each picture. Give out word cards containing adjectives. Using a timer, have the student write as many sentences as she can using adjectives on her card within a 2-5 minute period. Repeat the procedure for adverbs.	Show a magazine picture with objects that can be easily described. List the adjectives. DO NOT TRY TO LIST TOO MANY. On the same day/night, use a magazine picture that shows activity. List adverbs that add meaning to the verb. Show several different pictures. Again, do not try to list too many adverbs.	
		Write 2 or 3 sentences on the board that contain some adjectives and adverbs.	
		If the students are able to understand how to do things listed in this Guide to this point, they really have a basic knowledge of the language. Punctuation and refinement of additional skills will be much simpler to teach.	

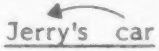
INSTRUCTIONAL OBJECTIVE VIII: To acquire basic skills in the use of the comma

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To learn and use punctuation rules	Have the student listen to and read about selected punctuation rules and the reasons behind them.	Be sure to include at least the following punctuation rules: A. Commas 1. Words in a series 2. Direct address 3. Appositives 4. Compound sentences 5. Commas in dates B. Use of semicolon to divide a compound sentence C. Use of a colon in letters following business greeting "Dear Sir:" Use of colon to indicate a list is to follow D. Final punctuation for sentences 1. Declarative 2. Interrogative 3. Exclamatory Illustrations should be given for the rules you wish to teach. Teach only two rules a session. Reinforce before adding new rules.	Exploring Punctuation - The Comma, Singer SVE Educational Filmstrips, TRENDS #50-0136-01-1
	Have the student listen as you read sentences, pausing conspicuously where commas are needed.	Read simple sentences to students with the following statement: "Every time I pause, there will be a comma needed in these sentences." (Students may be given a copy to analyze after first listening to the sentences.)	

INSTRUCTIONAL OBJECTIVE VIII: Comma, cont'd.

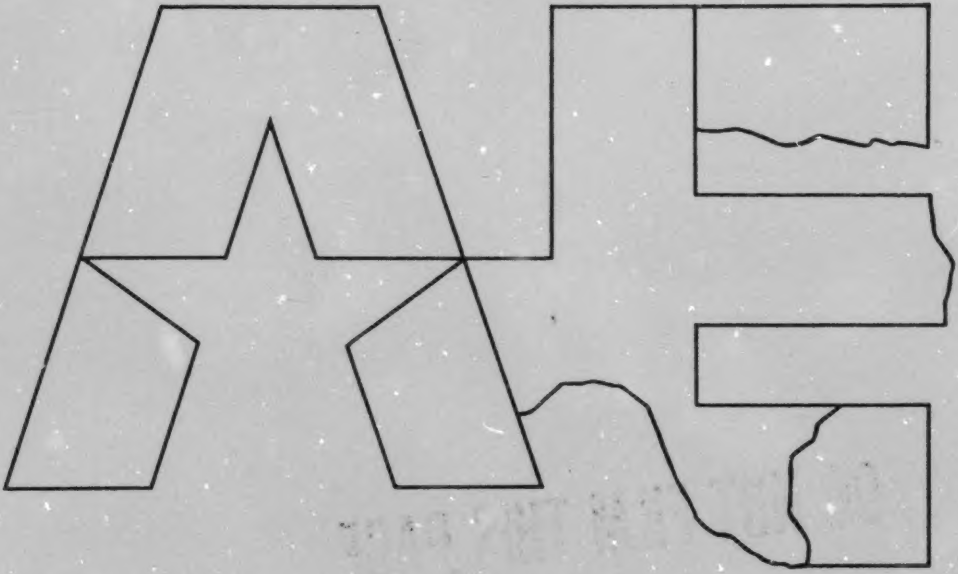
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Example: 1. John (pause) do you like music? 2. Dogs (pause) cats (pause) and rabbits are four-legged animals. Use a transparency in which commas have been omitted. The sentences should be difficult to read so the students will see a need for building the skill. Students at this level have generally become aware of proper ending punctuation, yet will not be familiar with the names of these sentences. Have a short discussion on types of sentences and the proper punctuation to end them. One of the best ways to be certain students have mastered a specific rule is to have them write a sentence of their own to illustrate the rules they have studied.	

INSTRUCTIONAL OBJECTIVE IX: To become aware of the use of possessive forms of nouns and possessive pronouns

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To learn the rules regarding possessives	Have the student look at sample sentences illustrating two ways to show ownership using nouns.	Example: Write on chalkboard: Bob has some pliers. Bob's pliers are new. His pliers are new. Teach only these simple forms.	Structural Analysis - Possessives, Media Materials, RL: N/A
	Have the students look at a transparency containing the following sentences:	Illustrate how possessive pronouns show ownership.	
	Jerry car has a flat. Jerry's car has a flat.	Class discussion will follow. 's indicates that Jerry owns the car. The car is his.	
	On the transparency (or board) write a sentence such as: "Jerry's car has new tires." Have the student tell to whom the car belongs. How do we know?	Draw this diagram:  Show how a possessive noun will have the arrow pointing to it to show ownership, the 's being the sign of ownership.	
	Have the student draw arrows to show ownership.	Illustrate other sentences in the same way.	

INSTRUCTIONAL OBJECTIVE X: To be able to write a simple, clear paragraph

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To understand that paragraphs are units of writing devoted to developing a single idea	Have the students select topic sentences from prepared copies of simple paragraphs given to them by the teacher. Also have the student identify material that may be omitted as unnecessary.	Be sure to include the following in instructing students about paragraph writing: 1. Include topic sentences. 2. Include support sentences to develop the idea. 3. Sequence of ideas in a paragraph is an important skill.	Mini-Course in Paragraph Development, Educulture Tutorial Systems
	Have the students describe in writing something they can view from a particular vantage point in their home. Example: a. Describe the view from your kitchen window. b. Picture your favorite place to visit and describe it.	Students must be given the opportunity to decide and develop the ability to recognize which material is truly relevant and which is not.	
	Have the student arrange the following sentences in the proper order: a. A dictionary gives correct definitions of all the words it includes. b. A dictionary is a useful book for students. c. Students can check for correct spelling of words in a dictionary.	Give the student an example of a sequence drill: 1. Accidents are a major cause of death in America. 2. Accidents are responsible for 1 out of every 12 deaths in this country. 3. A fatal accident takes place every 20 minutes in the U.S. Special instructions should be given to those students who need help in developing legible handwriting.	



Mathematics

MATHEMATICS

As mentioned previously, no attempt was made to estimate readability level in the Mathematics section of this Guide since, even in word problems, there are seldom enough words put together to make readability formulas usable. However, the math section is leveled to some extent by virtue of mathematics being a skill that is best taught in sequence. The chart that follows this introduction indicates the suggested material to be covered. The vertical axis, "Topics to Be Taught," is related to the horizontal axis of the matrix, "Depth in Each Topic." The suggested sequence of the material follows both the vertical and horizontal axes and is reflected on a separate page that follow the matrix. This suggested sequence deviates from conventional sequencing of mathematical skill development in one way. Conventional sequencing typically places instruction in decimals **after** instruction in fractions. The sequence suggested in this Guide does just the opposite by placing instruction in decimals **before** fractions. The reason behind this sequencing is that most adults, by virtue of their experience with our monetary system which is based on decimals, come into formal instructional programs with a more highly developed sense of the decimal system than they do of fractions which are relatively less often used in their everyday lives. For this reason, many adult educators believe that decimals are more relevant to the typical adult student and are, therefore, an easier skill to master than are fractions.

This mathematics section of the Curriculum Guide is designed to lead students up the steps of learning about numbers at their own individual pace. An evaluation of each student's needs should be made at the beginning of the student's instructional program so that he or she can be placed at his or her individual level of challenge for achievement.

Another reminder that this is a **basic** Guide seems in order here. The instructor may choose to follow it closely or deviate from it widely. The success of this material is largely dependent upon the teachers, their individual initiative, and the amount of individual progress seen. A progress chart may be kept in each student's folder so that advancement may be readily seen by both student and instructor.

MATHEMATICS

	TOPICS	DEPTH						
I.	Number Theory	A. Matching one to one ------------ Counting	B. Greater than ------------ Less than	C. Simple Equations	D. Arithmetical Sentences True & False	E.** Roman Numerals	F.** Sets - Like, Equal, Union of, Intersection of, Subsets	G.** Specific Math Vocabulary
	Recognize, write, and use numbers	0 - 9	10 - 100	Place Value	Interpret written numbers into numerals	Interpret numerals into written words		
II.	Addition	One-digit numbers both vertical and horizontal ------------ Addition Vocabulary	Two-digit numbers	Two-digit numbers with regrouping	Three rows of three-digit	Four-digit numbers	Columnal addition of several numbers	
III.	Subtraction	One-digit numbers both vertical and horizontal ----------- Subtraction Vocabulary	Two-digit numbers with checking	Two-digit numbers with regrouping	Three-digit numbers with regrouping	Four-digit numbers with regrouping		
IV.	Interpreting Word Problems	Student written problems	Word problems with simple addition	Word problems with subtraction	Word problems with addition and subtraction	Word problems with multiplication	Word problems with division	Word problems combining all operations

* Word problems should deal with practical adult situations whenever possible (e.g., consumer buying, etc.).

** To be used at the discretion of the teacher as appropriate in the sequence

MATHEMATICS

	TOPICS	DEPTH						
V.	Multiplication	A. One-digit numbers	B. Three-digit by one-digit number without exchanging	C. Three-digit numbers by one-digit number with exchanging	D. Dollars by one digit	E. Three-digit by two-digit numbers	F. Three-digit by three or more digit numbers	G.
VI.	Division	One-digit numbers	Two-digit dividends by one-digit divisors with no remainder	One/two-digit dividends by one-digit divisors with remainders	Three-digit by two-digits with or without remainder	Four or more digits by three or more digits with or without remainder		
VII.	Measurement	Units of Measurement ----------- Time, Linear, and Liquid (TLL)	Formula for Perimeter ------------ Addition and Subtraction of Units of Measurement, TLL	Multiplication and Division of Units of Measurement TLL	Formula for Areas and Sq. Units: Square, Rectangle, & Triangles Using formula to solve prob.	Formulas for Circles - Area, Diameter and Circumference. Using formulas to solve problems	Formulas for Volume - Squares, Rectangles, Triangles, and Cylinders	G.* Solving word problems in all areas of measurement
VIII.	Prime Numbers and Factors	Definition of Prime Numbers ------------ List of Prime Numbers less Than 100	Definition of Composite Number	Definition of Factor ------------ Listing factors of a given number	Common Factors ------------ Simple Factoring	Prime Numbers Factorization ------------ Proper Factor	Factoring Binomials and Trinomials	
IX.	Decimals	A. Read and write Decimals.	B. Change fractions to Decimals & Decimals to Fractions.	C. Addition of Decimals	D. Subtraction of Decimals	E. Multiplication of Decimals	F. Division of Decimals	G.* Word problems with Decimals

MATHEMATICS

	TOPICS	DEPTH						
X.	Fractions	Greater than and less than ------------ Identifying Fractional Parts	Addition and Subtraction of like Fractions	Multiplication of Fractions	Division of Fractions ------------ Finding Common Denominators	Addition and Subtraction of unlike Fractions and Mixed numbers	F.* Mixed operations in word problems	Fractional and Mixed Problems ------------ Ratio and Proportion
XI.	Percent	Read and write percent.	Change percent to decimals and fractions.	Find what percent one number is of another.	Percents larger than 100	Find a number of which a percent is given.	F.* with percent	
XII.	Algebra	Basic Equations ------------ Algebraic Terms - Recognizing Parts of Algebraic Terms -	Literal Nos. Coefficients Exponents	Using known to Find Unknowns ------------ Like and Unlike terms	Monomials Binomials Trinomials Polynomials	Adding & Subtracting Like Terms ------------ Signed Numbers	Adding & Subtracting Signed Nos. and Term with Exponents --------------- Adding and Subtracting Binomials, Trinomials, etc.	Mult. & Div. of Algeb. Terms --------------- Solving Equat.
	Consumer Math*	Installment Buying, Borrowing, Interest	Budgeting Income	Comparison Shopping	Time, as related to earning power, workday, time clock, and overtime pay	Discounting Prices	Taxes and Insurance	Profit and Loss

* These topics (A - G), as well as other consumer-related areas, can be found in the separate "Consumer Economics" section of this Guide. Since the area of Consumer Economics is so heavily laden with math, teachers are encouraged to use activities and resources from the Consumer Economics section in teaching math, whenever appropriate.

SUGGESTED SEQUENCE

SEQUENCE	TOPIC	DEPTH
1.	I.	A-B
2.	II.	A-C
3.	I.	C
4.	III.	A-B
5.	IV.	A-B
6.	V. *	A-C
7.	I.	D
8.	II.	D-E
9.	III.	C-F
10.	IV.	C-E
11.	V. *	D
12.	VI.	A-B
13.	VII.	A-B
14.	VIII.	A
15.	VI.	C-D
16.	VII.	C
17.	VI.	E-F
18.	VII.	D-E
19.	V. *	E-G
20.	VIII.	B-C
21.	IX.	A-D
22.	VIII.	D-G
23.	X.	A-D
24.	IX.	E
25.	XI.	A-B
26.	XII.	A
27.	X.	E-G
28.	XI.	C-G
29.	XII.	B-F
30.	XIII. +	A-G
31.	XIV.	A-G
32.	IX.	F
33.	I. **	E-G

* Word problems should deal with practical adult situations whenever possible.

** To be used at the discretion of the teacher as appropriate in the sequence.

+ Teacher should determine where this goes in the sequence of the program.

INSTRUCTIONAL OBJECTIVE I: To develop an understanding of our number and place value system

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop skills in matching objects	Have the student match pairs of different shaped objects provided by the teacher.		Understanding Numbers, New Readers Press Different shaped objects such as triangles, circles, squares, etc., cut from construction paper.
B. To develop skills in counting objects	Have the student count various objects provided by the teacher.		Construction paper shapes, toothpicks, discs, rods, paper clips.
C. To demonstrate the ability to count from 0-100	Have the student develop counting skills with materials provided by the teacher.		Essential Math for Life Whole Numbers, Scott, Foresman, pp. 1-4 Teacher-made worksheets
D. To develop skills in comparing and ordering as well as in the basic math signs used to compare and order	Have the student compare and order groups of objects as to equal, more than, and less than.		Construction paper objects, toothpicks, discs, etc.
	Have the student compare and order numbers using the signs =, >, and <.		Essential Math for Life Whole Numbers, Scott, Foresman, pp. 22-23 Teacher-made worksheets
E. To develop skills in understanding place value		Introduce to the student the concept of place values in numbers by explaining and demonstrating a place value chart.	Teacher-made or commercially-made place value chart
	Have the student place "counters" in pockets to represent given numbers.		Place value chart and counters
	Have the student manipulate counters to make his own numbers.		Place value chart and counters

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student identify the place value of various numbers.		Teacher-made worksheets
F. To develop skills in rounding numbers to any place		Introduce the concept by reviewing place value; then provide basic rules for rounding.	Figure It Out, Book 2, Follett, p. 69
	Have the student practice rounding whole numbers.		Essential Math for Life Whole Numbers, Scott, Foresman, pp. 53-54 Teacher-made worksheets for reinforcement
G. To demonstrate the ability to recognize and identify common Roman numerals	Have the student read materials that teach the common Roman numerals and the rules for making Roman numerals.	The student should be introduced to Roman Numerals I - XX, C and M as a minimum.	Mathematics in Daily Living: Fractions, Steck-Vaughn, pp. 10-25 Teacher-made worksheets
H. To identify and understand a basic math vocabulary, including basic math signs		Be sure the student acquires and understands the basic vocabulary for each math concept learned.	Glossary from materials used

INSTRUCTIONAL OBJECTIVE I: To develop the ability to recognize, read, and write numerals

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop the skill of recognizing the numbers from 0-100	Have the student call numbers orally from cards.		Cards with numbers
	Have the student arrange the cards in counting order.		
B. To develop the skill to write the numbers 0-100 in numeral form	Have the student copy numbers on exercise sheets which have numbers and spaces below or beside the numbers for the student to copy.		Teacher-made worksheets
	Have the student write the numbers in counting order from memory.		
	Have the student identify the digits in a given number, such as 523, 1055, etc.		
	Have the student write numbers given orally by the teacher.	Prepare a random number list and call orally to student.	
C. To develop the skill to recognize and write numbers in word form	Have the student complete exercises which provide practice in reading and writing numbers.	To place the activity in a practical context, some of these exercises could include writing checks.	Essential Math for Life Whole Numbers, Scott, Foresman, pp. 1-4 Steps to Mathematics, Book I, Steck-Vaughn, pp. iv-2, 12-14 Teacher-made worksheets Blank checks

INSTRUCTIONAL OBJECTIVE II: To develop skills in addition of whole numbers

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify and understand a basic math vocabulary, related to addition, including the basic sign for addition	Have the student identify and explain the plus math sign (+).		
B. To develop skills in completing an addition sentence when numbers are represented as groups of objects	Have the student complete addition sentences.	Demonstrate addition sentences.	Objects such as discs, construction paper shapes, etc., with + sign and = sign Teacher-made worksheets Steps to Mathematics, Book I, Steck-Vaughn, pp. 3-5 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, p. 5
C. To develop the skill to add two numbers by using the number line	Have the student use the number line to add numbers.	Demonstrate how to use the number line.	Number line on yardsticks Essential Mathematics for Life, Whole Numbers, Scott, Foresman, p. 6
D. To develop the skill of addition by learning the addition facts	Have the student use flashcards and/or addition facts chart.	Be sure to stress that the order in which the numbers are added is not important (Commutative Law of Mathematics)	Addition flashcards Addition fact chart Adding Whole Numbers, New Readers Press
	Have the student complete exercises for addition facts.		Mathematics: A Basic Course, Cambridge, pp. 7-9 Steps to Mathematics, Book I, Steck-Vaughn, pp. 3-7 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 7-8

INSTRUCTIONAL OBJECTIVE II: Addition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To develop the skill to add two or more one-digit numbers without regrouping	Have the student complete exercises with problems of two or more one-digit numbers.		Mathematics Skill Book 5500, Steck-Vaughn, pp. 2-4 Steps to Mathematics, Book I, Steck-Vaughn, pp. 4-8, 15-19 Working with Numbers Refresher Book, Steck-Vaughn, pp. 3-4 Teacher-made worksheets
F. To develop the skill to add two or more two-digit numbers without regrouping	Have the student complete exercises with problems of two or more two-digit numbers without regrouping.		Teacher-made worksheets
G. To develop the skill of regrouping or renaming in addition problems		Explain to student the concept of renaming, regrouping or "carrying" by using place value chart, objects or pictures.	Place value chart Objects Essential Mathematics for Life, Whole Numbers, Scott, Foresman, p. 33 Steps to Mathematics Book II, Steck-Vaughn, p. 11
	Have the student maneuver the place value chart or objects to demonstrate renaming.		Place value chart Objects
	Have the student complete exercises utilizing the concept of renaming.		Steps to Mathematics Book II, Steck-Vaughn, p. 11-22 Working with Numbers Refresher Book, Steck-Vaughn, p. 6 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 33-37

INSTRUCTIONAL OBJECTIVE II: Addition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
H. To develop the skill to add two or more two-digit numbers with regrouping or renaming	Have the student complete exercises in addition of two or more two-digit numbers.		Steps to Mathematics Book II, Steck-Vaughn, pp. 11-22 Working with Numbers Refresher Book, Steck-Vaughn, p. 6 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 33-37 Arithmetic Skills Modules 2 and 5, Lubbock ISD
I. To develop the skill to add three-digit numbers with regrouping or renaming	Have the student complete exercises in addition of three-digit numbers.		Steps to Mathematics Book II, Steck-Vaughn, pp. 11-22 Working with Numbers Refresher Book, Steck-Vaughn, p. 6 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 33-37 Arithmetic Skills Modules 2 and 5, Lubbock ISD Teacher-made worksheets
J. To develop the skill to add four-digit numbers with regrouping or renaming	Have the student complete exercises in addition of four-digit numbers with regrouping.		Steps to Mathematics Book II, Steck-Vaughn, pp. 11-22 Working with Numbers Refresher Book, Steck-Vaughn, p. 6 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 33-37 Arithmetic Skills Modules 2 and 5, Lubbock ISD Teacher-made worksheets

INSTRUCTIONAL OBJECTIVE II: Addition, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
K. To develop the skill to add several numbers of one to four digits with regrouping	Have the student complete exercises in addition of several numbers of one to four digits with regrouping.		Steps to Mathematics Book II, Steck-Vaughn, pp. 11-22 Working with Numbers Refresher Book, Steck-Vaughn, p. 6 Essential Mathematics for Life, Whole Numbers, Scott, Foresman pp. 33-37 Arithmetic Skills Modules 2 and 5, Lubbock ISD Mathematics Skills Book 5500, Steck-Vaughn, pp. 5-8 Teacher-made worksheets

INSTRUCTIONAL OBJECTIVE III: To develop skills in subtraction of whole numbers

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify and understand a basic math vocabulary related to subtraction, including the sign for subtraction	Have the student identify and explain the minus math sign (-).		
B. To develop skills in completing a subtraction sentence when numbers are represented as groups of objects		Demonstrate subtraction sentences.	Objects such as discs, construction paper shapes, etc., with - sign and = sign
	Have the student complete subtraction sentences.		Essential Mathematics for Life, Whole Numbers, Scott, Foresman, p. 9 Teacher-made worksheets
C. To develop the skill to subtract two numbers by using the number line	Have the student use the number line to subtract numbers.	Demonstrate how to use the number line.	Number line or yardstick Essential Mathematics for Life, Whole Numbers, Scott, Foresman, p. 10
D. To develop the skill of subtraction by learning subtraction facts	Have the student use flashcards to learn subtraction facts.		Subtraction flashcards Subtracting Whole Numbers, New Readers Press
	Have the student complete exercises for subtraction facts.		Steps to Mathematics Book I, Steck-Vaughn, pp. 25-27, 32 Teacher-made worksheets
E. To develop the skill to subtract two or more digit numbers without regrouping or renaming	Have the student complete exercises with problems or two or more digit numbers.	Demonstrate to the student that subtracting is the inverse operation of addition and a subtraction problem can be checked by adding.	Mathematics Skill Book 5500, Steck-Vaughn, pp. 9-10

INSTRUCTIONAL OBJECTIVE III: Subtraction, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
F. To develop the skill of regrouping or renaming in subtraction problems		Explain to the student the concept of renaming, regrouping, or "borrowing" by using place value chart, objects, or pictures.	Place value chart, objects Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 38-42
	Have the student maneuver the place value chart or objects to demonstrate renaming.		Place value chart Objects
	Have the student complete exercises utilizing the concept of renaming.		Mathematics Skill Book 5500, Steck-Vaughn, pp. 11-13 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 38-42
G. To develop the skill to subtract two-digit numbers with regrouping or renaming	Have the student complete exercises in subtraction of two-digit numbers.		Mathematics Skill Book 5500, Steck-Vaughn, pp. 11-13 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 38-42
H. To develop the skill to subtract three or more digit numbers with regrouping or renaming	Have the student complete exercises in subtraction of three or more digit numbers.		Mathematics Skill Book 5500, Steck-Vaughn, pp. 11-13 Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 38-42
I. To develop the skill of checking subtraction by adding		Demonstrate the process of checking subtraction by adding.	Essential Mathematics for Life, Whole Numbers, Scott, Foresman, pp. 38-42
J. To develop an understanding of the basic vocabulary relative to subtracti[illegible]		Explain the following terms -- subtrahend, minuend, minus, [illegible]ifference.	

INSTRUCTIONAL OBJECTIVE IV: To develop skills in interpreting and solving word problems

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop skills in understanding the purpose of word problems	Have the student write and solve simple problems which she has written based on life experiences.	Discuss the concept that word problems tell a story and ask the reader to find more information based on the information given. Show the student how verbal sentences can be changed to arithmetic sentences.	
B. To develop skills in word problem-solving strategy		Introduce the following steps to solving word problems. Analyze several problems demonstrating each step. 1. Read the entire problem for the general meaning. 2. Decide what it is you are asked to find. 3. Look for the key words to show what mathematical process or processes should be employed. 4. Do the mathematics operations. 5. Make certain that your answer is the solution you were asked to find.	Word Problems with Whole Numbers, New Readers Press Steps to Solving Word Problems, Giant Step, Lesson 3, Region IX ESC Number Power 6 Word Problems, (Contemporary), pp. 1-6
C. To develop skills in solving word problems using addition	Have the student identify the cue words in a given problem. Have the student solve problems using cue words and steps.	Give the student "cue" words which indicate addition: sum, total, addition, plus, increase, more than, added to, successive, and demonstrate use of each.	Mathematics 5500, Steck-Vaughn, pp. 7, 14 Basic Essentials of Mathematics, Part 1, Steck-Vaughn, pp. 8,15,66

INSTRUCTIONAL OBJECTIVE IV: Word Problems, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Figure It Out, Book 2, Cambridge, pp. 5, 32 Working with Numbers Refresher Book, Steck-Vaughn, pp. 58, 118 Practical Math, Book 1, Steck-Vaughn, pp. 9, 67 Cambridge Exercise Book for the Mathematics Test Mathematics in Daily Living, Decimals and Percents, Steck-Vaughn, pp. 30-31 Steps to Mathematics Book 2, Steck-Vaughn, pp. 20, 22
D. To develop skills in solving word problems using subtraction		Give the student cue words which indicate subtraction: difference, fewer, remainder, minus, less, reduced, decreased, and demonstrate uses of each.	Mathematics 5500, Steck-Vaughn, p. 14 Basic Essentials of Mathematics, Part 1, Steck-Vaughn, pp. 71-73 Figure It Out, Book 2, Cambridge, pp. 7, 40 Working with Numbers Refresher Book, Steck-Vaughn, p. 63-64 Practical Math Book 1, Steck-Vaughn, pp. 20, 72

INSTRUCTIONAL OBJECTIVE IV: Word Problems, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Cambridge Exercise Book for Mathematics Test Mathematics in Daily Living, Decimals and Percent, Steck-Vaughn, pp. 40-41 Steps to Mathematics, Book 2, Steck-Vaughn, pp. 27, 30, 32
	Have the student identify the cue words in a given problem.		
	Have the student solve problems using cue words and solving steps.		
E. To develop skills in solving word problems using multiplication.		Give the student cue words which indicate multiplication: of, times, at, and demonstrate the use of each.	Basic Essentials of Mathematics, Part 1, Steck-Vaughn, pp. 52-54, 76-79 Figure It Out, Book 2, Cambridge, pp. 9, 47 Working with Numbers Refresher Book, Steck-Vaughn, pp. 46, 48, 66, 69, 80, 86, 89-102, 105-106, 114, 120, 121-125, 128-132, 136-139 Practical Math, Book 1, Steck-Vaughn, pp. 32-33, 79, 112-113 Cambridge Exercise Book for the Mathematics Test

INSTRUCTIONAL OBJECTIVE IV: Word Problems, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Mathematics Skill Book 6600, Steck-Vaughn, pp. 20-27 Mathematics in Daily Living, Decimals and Percent, Steck-Vaughn, pp. 49-50, 109-110 Steps to Mathematics, Book 2, Steck-Vaughn, pp. 36, 39
	Have the student identify the cue words in a given problem.		
	Have the student solve problems using cue words and solving steps.		
F. To develop skills in solving word problems using more than one operation		Demonstrate to the student examples of problems requiring more than one operation. Stress cue words and steps for solving.	Figure It Out, Book 2, Cambridge, p. 68 Working with Numbers Refresher Book, Steck-Vaughn, pp. 12, 119, 126 Cambridge Exercise Book for the Mathematics Test, pp. 48-58 Mathematics in Daily Living, Decimals and Percent, Steck-Vaughn, pp. 111-112, 129-133
	Have the student work problems requiring more than one operation.		

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
G. To develop skills in interpreting graphs		Introduce graphs explaining that they are a pictorial display of information. Demonstrate how each type of graph is constructed and read: pictorial, bar, line, and circle or pie graphs.	Number Power 5, Contemporary, pp. 6-66 Newspapers Magazines
	Have the student solve problems employing the use of each type of graph.		Same as above Cambridge Exercise Book for the Mathematics Test, pp. 41-47
H. To develop skills in constructing graphs	Have the student construct graphs using information from real life situations.	Help the student think of situations in which graphic information is helpful, such as rainfall per month, temperatures per day of the month, cost of specific items, etc.	Student and teacher decide on information.
I. To develop skills in interpreting tables or charts.		Introduce the concept of tables or charts to the student, showing how it is used to compare one item to another. Provide various examples of tables or charts to demonstrate how each is read.	Number Power 5, Contemporary, pp. 70-87 Magazines, newspapers, books
	Have the student read charts and tables of various kinds.		Same as above Cambridge Exercise Book for the Mathematics Test, pp. 40-47

INSTRUCTIONAL OBJECTIVE V: To develop skills in multiplication of whole numbers through three or more digit factors

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify and understand a basic math vocabulary related to multiplication, including the sign for multiplication	Have the student identify and explain the multiplication math sign (x).		
B. To demonstrate the ability to multiply one-digit factors by one-digit factors	Have the student 1) group concrete objects into two equal groups, 2) add them, 3) count them, and 4) show work on paper (e.g., 2+2, 4+4, etc.)	Provide student with concrete objects of various kinds that that are adult-oriented and often used in everyday life.	Concrete objects of various kinds Multiplying Whole Numbers, New Readers Press
C. To demonstrate the ability to multiply two and three digit factors by one-digit factors without regrouping or exchanging	Have the student 1) group concrete objects into three or more equal groups, 2) add them; 3) count them, and 4) show work on paper.	Provide concrete objects Teacher-made materials, workbook pages.	Steps to Mathematics, Books 1 & 2, Steck-Vaughn, Book 1, p. 48, Book 2, pp. 7-8
D. To know the multiplication facts through 12 x 12	Have the student add groups to show relationship.		Multiplication fact sheets, teacher-made materials, worksheets, pictures, etc.
E. To multiply three-digit numbers by one-digit numbers with regrouping or exchanging	Have the student: 1) listen to the teacher explain how regrouping works, 2) show a problem as it would appear on paper and solve.	Provide materials as needed (i.e., number line concept, concrete objects, etc.)	Math Skill Book 5500, Steck-Vaughn, p. 15 Spectrum Math, Orange Book, Laidlaw, pp. 48-71
F. To multiply money ($ & ¢) by one-digit factors	Using coins, have the student group and count.		Using Dollars & Cents, Pitman, pp. 67-71 Introduction to Mathematics, Cambridge, pp. 20-22 Coins, workbook sheets

INSTRUCTIONAL OBJECTIVE V: Multiplication, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
G. To multiply three-digit numbers by two-digit numbers with regrouping or exchange	Have the student listen to the teacher explain this process.	Provide instruction and materials as needed. Work can be done individually, in groups, using tapes, etc.	Spectrum Math, Orange Book, Laidlaw, pp. 67-71 Arithmetic Skills Modules 8 & 9, Lubbock I.S.D. TRENDS Materials, Teacher-made
H. To multiply three or more digit factors by three or more digit factors	Have the student demonstrate competency by using materials provided by the teacher.	Provide materials and instruction as needed.	Teacher-made, Arithmetic Skills Modules 8 & 9, Lubbock I.S.D. Individualized Cassette Learning Package #9409, Math, Media Materials

INSTRUCTIONAL OBJECTIVE VI: To develop skills in division of whole numbers through four or more digit dividends and four-digit divisors, with and without remainders

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify and understand a basic math vocabulary related to division, including the sign for division	Have the student identify and explain the division math sign (÷).		
B. To divide one-digit dividends by one-digit divisors	Have the student 1) construct division charts and tables, 2) work simple problems without remainders.	Provide materials as needed. He is taught the concepts that division is the inverse operation of multiplication facts in order to be successful with a minimum of time.	Teacher-made materials Steps to Mathematics, Book 1, Steck-Vaughn, pp. 50-54 Spectrum Math, Orange Book, Laidlaw, pp. 80-89 Basic Skills with Whole Numbers, Cambridge, pp. 80-81
C. To use concepts learned previously to divide two-digit dividends by one-digit divisors, without remainders	Have the student: 1) use concrete objects to form groups, 2) remove equal numbers each time until all objects are gone, leaving no remainders.	Provide concrete objects, teacher-made materials, worksheets, etc.	Teacher-made materials Dividing Whole Numbers, New Readers Press
D. To divide one and two-digit dividends by one-digit divisors where there is a remainder	Have the student 1) use concrete objects as above, but with remainders.	Same as above He should understand through this experience that some numbers can be divided only by themselves and one, thus laying the foundation for teaching prime numbers at a later time. Also, the numbers with remainders introduce the idea of fractions and mixed numbers.	Concrete objects, teacher-made materials, worksheets, etc. Basic Skills with Whole Numbers, Cambridge, p. 85 Spectrum Mathematics, Orange Book, Laidlaw, pp. 95-110 Working with Numbers Refresher Book, Steck-Vaughn, pp. 18-20

INSTRUCTIONAL OBJECTIVE VI: Division, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To develop a vocabulary relative to division	Have the student use vocabulary by a) solving word problems and b) naming parts of a division problem. Have the student show application of division by giving examples of everyday living activities that call for using division.	Provide materials as needed.	Teacher-made materials Worksheets that contain word problems Newspapers APL Life Skills Activities
F. To divide numbers with three and more digit dividends and divisors, using the concepts learned in earlier experiences	Using worksheets, have the student perform operations to demonstrate mastery of dividing by three or more digits.	Provide materials as needed.	Mathematics Skills Book 5500, Steck-Vaughn, p. 27 Basic Skills with Whole Numbers, Cambridge, pp. 90-91

INSTRUCTIONAL OBJECTIVE VII: To develop an understanding of measurement from simple units of measurement through measuring volume and capacity

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To use the basic units of speed, distance (linear), time, and liquid measurement. Add weight or mass	Have the student use rulers and other measurement instruments to measure objects in room. Learn vocabulary: feet, inches, yards, rods, miles.	Provide measurement instruments, workbook exercises, and other other resources as needed. Teach measurement of time by seconds, minutes, hours, days, weeks, years, etc.	"Measurement Exercises," 409 TRENDS (Teacher-made) The Cambridge Program for the Mathematics Test, pp. 147-156 Working with Numbers, Steck-Vaughn, pp. 107-116 Think Metric, South-Western, Sound/Filmstrips #4, 5, 6, 7
B. To add and subtract units of time, linear distance, and liquid measurement	Have the student use measurement instruments and worksheets to perform addition and subtraction operations.	Provide clock, stopwatch, and calendar, etc.	Teacher-made worksheets and/or workbook exercises Clock, stopwatch, calendar and measurement devices such as cup, quart, gallon container, etc.
C. To multiply and divide units of time, linear distance, and liquid measurement	Have the student convert measurements from one unit to another, then practice by performing exercises on worksheets and/or workbooks.	Demonstrate on chalkboard or by using overhead projector	Spectrum Math, Laidlaw, Yellow, pp. 58-67, Green, pp. 118-127, Purple, p. 127 Working with Numbers, Steck-Vaughn, pp. 108-116
D. To learn and use the various formulas for finding perimeter of squares, rectangles, triangles, and parallelograms	Have the stuent learn rules and formulas and apply them to problems on worksheets, etc.	Provide formulas, rules, etc. for student to memorize.	Teacher-made materials, student drawings, etc.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To use the formula for finding the areas of the above figures	Have the student demonstrate to the teacher the ability to recall a formula and use it by solving problems.	Provide formulas, rules, etc. for student to memorize.	Think Metric, South-Western, Sound/Filmstrip #4
F. To learn and use the formulas for finding the circumference, radius or diameter, and area of a circle, when the radius or diameter is known	Have the student learn formulas relating to learning objective. Also, demonstrate, using drawings of real life situations.	Provide concrete objects, teach formulas, demonstrate to student.	Teacher-made materials, concrete objects, such as cans, circles, etc. Worksheets, workbook, etc.
G. To learn and use formulas for finding volumes of cubes, rectangular containers, and cylinders, when the necessary other measurements are known	Have the student learn formulas for finding volumes, and apply to problems.	Demonstrations	Spectrum Math, Purple, Laidlaw, pp. 110-125 Teacher-made materials Essential Mathematics for Life, Basic Review, Geometry and Algebra, Scott, Foresman, pp. 83-102
H. To become aware of and compare metric measurements with standard measures	Using worksheets and/or workbook, have the student become familiar with metric measurement and terms.	Provide metric measurement instruments.	Think Metric, South-Western, Sound/filmstrips #1, 2, 8 The APL Series: Consumer Economics I, HBJ, pp. 33-62
I. To be able to convert simple standard measurements to the metric system and convert metric to standard measurement	Given conversion tables, have the student convert standard measurement to metric and metric to standard.		Moving to Metric Measure, Steck-Vaughn Exploring the Metric System, Laidlaw Using the Metric System, Laidlaw

INSTRUCTIONAL OBJECTIVE VIII: To develop an understanding of prime numbers and factors

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn and use the definition of prime numbers	Have the student learn the definition of prime numbers by listening to tapes and using workbooks, and worksheets.	Demonstrate factoring.	Spectrum Math, Green Book, 1973 Edition, Laidlaw, p. 45
B. To identify and write the prime numbers less than 100	Have the student write factors for the numbers 1 - 99.		Mathematics For The Real World, Charles E. Merrill, pp. 27-30
C. To learn and use the definition of composite numbers	Have the student identify composite numbers by applying knowledge learned in Item 2, above, and doing factor trees.	Demonstrate factoring.	Worksheets
D. To learn and use the definition of factors, and be able to list the factors of a given composite number less than 20	Have the student identify composite numbers by applying knowledge learned in Item 2, above, and doing factor trees.		Lacret Mathematics, Basic Concepts & Skills, Lacret, pp. 137 - 163
E. To learn to do simple factoring by factoring composite numbers less than 1000. The student will demonstrate her understanding of this concept by continued factoring of numbers until only prime numbers are used, and will not use 1 as a prime number.	Have the student identify composite numbers by applying knowledge learned in Item 2, above, and doing factor trees.	Demonstrate factoring.	Lacret Mathematics, Basic Concepts & Skills, Lacret, pp. 137 - 163

INSTRUCTIONAL OBJECTIVE VIII: Prime Numbers, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
F. To factor algebraic terms through trinomials	Have the student use what she has learned about whole number factorization and her understanding of algebraic terms to factor algebraic terms.	Demonstrate factoring.	Lacret Mathematics, Basic Concepts & Skills, Lacret, pp. 137 - 163

INSTRUCTIONAL OBJECTIVE IX: To develop an understanding and ability to use decimals in daily experiences

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop basic vocabulary of decimals to include: tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, millionths, decimal point, repeating decimal, terminating decimal, etc.	Have the student use a vocabulary list and definitions provided by the teacher, to learn the meanings of each of the words and apply them in solving problems involving decimal numbers.	Provide explanations and materials as needed	Think Metric, South-Western, sound/filmstrip #3. List of vocabulary words and their meanings, with illustrations.
	Have the student read and write decimal numbers.		Mathematics in Daily Living, Book 2, Decimals and Percent, Steck-Vaughn, pp. 1-11 Mathematics Skills Book 7700 Decimals and Percent, Steck-Vaughn, pp. 2-3
B. To develop the skill to change fractions to decimals and decimals to fractions	Have the student use material provided by the teacher to change fractions to decimals and decimals to fractions as directed by the teacher and instructions in the materials.	Provide explanations and materials as needed.	Same as A (above) Decimal Fractions, New Readers Press Mathematics: A Basic Course, Cambridge, pp. 70 - 104 The Cambridge Program for the Mathematics Test, pp. 85-115 Arithmetic Skills Module 27, Decimals as Fractions, Lubbock ISD

INSTRUC NAL OBJECTIVE IX: Decimals, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To develop the skill to add, subtract, multiply and divide decimals. *See teacher notes.	Have the student learn the process for placement of decimals in addition, subtraction, multiplication and division of decimals. Have the student use materials provided by the teacher to solve addition, subtraction, multiplication and division problems.	Provide explanation for placement of decimals in addition, subtraction, multiplication, and division of decimals. Provide materials for practice in these algorithms including explanations and illustrations as needed. The reason that the subskills of adding, subtracting, multiplying and dividing decimals was not separated into four separate learning objectives is because resources that deal with these subskills cover all four, making a breakdown for purposes of coverage and sequencing in this Guide unnecessary.	Basic Skills with Decimals and Percents, Cambridge, pp. 1-51 Mathematics in Daily Living Book 2, Decimals and Percent, Steck-Vaughn Mathematics Skill Book 7700 Decimals and Percent, Arithmetic Skills Module 28, Decimals, Lubbock ISD
D. To develop the skill to use decimals effectively in word problems relative to daily life	Have the student use materials provided by the teacher to solve word problems relative to decimals. Have the student make up and solve his own word problems which use decimals.	Provide materials and explanations as needed.	Same as C (above) Mathematics in Daily Living 2, Decimals and Percent, Steck-Vaughn, pp. 30-31,41,49-50,64, 82,109-110 Mathematics Skills Book 7700, Steck-Vaughn, pp. 4,8,10,14
E. To develop the skill of using zeros and "rounding off" in decimal numbers	Have the student use materials provided by the teacher to solve problems where zeros are placed immediately after the decimal point and where "rounding off" to the nearest designated point is required.	Explain how zeros placed immediately after the decimal point change the value of the number and affect the answer. Explain or provide materials which explain the process of "rounding off."	Same as C (above)

INSTRUCTIONAL OBJECTIVE X: To develop an understanding and ability to use fractions in daily experiences

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop skills in recognizing fractional parts of a whole and identifying which is greater and less	Have the student use cardboard models of a whole divided into various fractional parts by lines and use cut-outs of each of the fractional parts, which are the same size as those on the model of the whole, and are labeled (e.g., 1/2). Have the student use worksheets or worktexts which show figures of various fractional concepts. Have the student use list of ascending and descending fractions.	Provide materials and explanations as needed. Check to be sure the student understands the concept of fractional parts as they relate to the whole.	Mathematics: A Basic Course, Cambridge, pp. 25-69 Basic Skills with Fractions, Cambridge Understanding and Comparing Fractions, New Readers Press Cardboard models divided by lines into various fractional parts such as: 1/16,1/8, 1/6,1/4,1/3, and 1/2 Cut-outs of the fractional parts which match those of the whole Worksheets and worktexts which teach the same fractional concepts List of ascending and descending fractions
B. To develop the concept of denominator and numerator	Using cardboard models as before, have the student identify the denominator and numerator of each fractional part shown. She will do this for the concrete materials (models and cut-outs), the semi-abstract (drawings and figures), and abstract (fractional numbers).	Explain the concept of denominator as "how many parts there are in the whole." The teacher will use the resources available to demonstrate the concept of numerator as being "how many of the parts we have or are using." A written explanation should also provided. In addition, the student may listen to taped explanations which are accompanied by visual materials as needed.	Mathematics Skills Book 6600, Steck-Vaughn, pp. 2-3 Each of the above, plus: Arithmetic Skills Module 21 Introduction to Fractions, Lubbock ISD Mathematics in Daily Living, 1: Fractions, Steck-Vaughn, pp. 28-30

INSTRUCTIONAL OBJECTIVE X: Fractions, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To develop a vocabulary of fractional terms and their meanings	From a list of fractional terms, have the student learn the meaning of each.	The list might include the following terms: fraction, fractional part, whole, like or common denominator, unlike fractions, etc. Provide materials like tapes and explanations as needed.	List of terms and their meanings Tapes to be used with list, if needed
D. To develop the skill of adding and subtracting like fractions	Have the student use cardboard cut-outs of like fractions to add and subtract. Have students use worksheets to solve many problems dealing with addition and subtraction of fractions.	Explain that only like fractions can be added or subtracted, and that only the numerators are added or subtracted and that the denominator remains the same. Use worksheets which have many such problems. Use worktexts as needed.	Cardboard cut-outs of like fractions. Worksheets with many problems on them Adding and Subtracting Fractions, New Readers Press Mathematics Skills Book 6600, Steck-Vaughn, pp. 4-7, 12 Arithmetic Skills Modules 22 and 23, Adding Fractions and Subtracting Fractions, Lubbock ISD Mathematics in Daily Living 1: Fractions, Steck-Vaughn, pp. 40-42
E. To develop the skill of finding common denominators	Have the students learn rule for finding common denominators by listening to teacher explanations, reading written instructions, and listening to taped directions. Have the student use rules to solve problems in addition and subtraction of fractional numbers with unlike denominators.	Explain the rule for finding common denominators and provide students with written instructions and taped directions which reinforce this explanation.	Mathematics Skills Book 6600, Steck-Vaughn, pp. 8-14 Arithmetic Skills Module 21, Lubbock ISD Figure it Out, Book 2, Follett, pp. 26-40 Mathematics in Daily Living 1: Fractions, Steck-Vaughn, pp. 43-71 Working with Numbers: Pentagon Book, Steck-Vaughn, pp. 98-100

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
F. *To develop the skill of adding and subtracting unlike fractions and reducing to lowest terms	Have the student a) use the skill of finding common denominators, and b) apply this skill in adding and subtracting unlike fractions. Have the student learn how to reduce fractions to lowest term.	Provide materials and explanations as needed, including methods for reducing fractions to lowest terms.	Mathematics Skills Book 6600, Steck-Vaughn, pp. 8-19 Adding and Subtracting Fractions, New Readers Press The Cambridge Program for the Mathematics Test, pp. 36-84
G. To develop the skill of multiplying fractions, including mixed numbers	Have the student learn rule for multiplication of fractional numbers and apply this rule in multiplying proper and improper fractions with and without cancelling, utilizing materials provided by the teacher.	Explain the rule for multiplication of fractions. The teacher will also provide materials which explain and illustrate this rule which the student can read and listen to independently.	Same as E, with the exception of Arithmetic Skills Module 24 Multiplication of Fractions, Lubbock ISD (in place of ASM 21) Figure it Out, Book 2, Cambridge, pp. 41-47 Mathematics Skills Book 6600, Steck-Vaughn, pp. 20-25 Mathematics in Daily Living 1: Fractions, Steck-Vaughn, pp. 73-85 Working with Numbers Hexagon Book, Steck-Vaughn, pp. 46-55 Multiplying and Dividing Fractions, New Readers Press Arithmetic Skills Module 26 Mixed Fractional Numbers, Lubbock ISD

INSTRUCTIONAL OBJECTIVE X: Fractions, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
H. To develop the skill of dividing fractions including mixed numbers	Have the student learn rule for division of fractional numbers, by utilizing information provided by the teacher.	Orally explain the rule for division of fractions and provide written materials which explain and utilize this rule and provide ample illustrations and practice examples.	Same as E, with the exception of Arithmetic Skills Module 25 Division of Fractions, Lubbock ISD (instead of ASM 24) Figure it Out, Book 2, Cambridge, pp. 48-50 Mathematics in Daily Living 2: Fractions, Steck-Vaughn, pp. 86-101 Mathematics Skills Book 6600, Steck-Vaughn, pp. 25-29 Working with Numbers, Hexagon Book, Steck-Vaughn, pp. 56-65 Multiplying and Dividing Fractions, New Readers Press
I. To develop the skill of solving word problems with fractional numbers	Have the student use materials provided by the teacher to solve word problems in everyday life situations. Have student make up own work problems involving fractional numbers.	Provide materials and explanations as needed.	Mathematics in Daily Living 1, Fractions, Steck-Vaughn, pp. 30, 51-52,55,67-68,82, 97-99 Mathematics Skill Book 6600, Steck-Vaughn, pp. 21,24, 26,27 Working with Numbers, Pentagon Book, op. cit. pp. 87,92,100

INSTRUCTIONAL OBJECTIVE X: Fractions, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Figure it Out, 2, Follett, pp. 12,31, 39,47,52 Working with Numbers, Hexagon Book, Steck-Vaughn, pp. 30,31,43, 51-53,60
J. To develop the skill of using ratio and proportion	Have the student study materials provided by the teacher and practice working problems relative to ratio and proportion.	Explain meaning of ratio and proportion and how they are related. Explain and/or provide written explanation on how to solve problems with ratio and proportion.	Working with Numbers, Octagon Book, Steck-Vaughn, pp. 98-110 Basic Essentials of Math, Book 2, Steck-Vaughn, pp. 73-82

INSTRUCTIONAL OBJECTIVE XI: To develop an understanding and ability to use percentages in practical life experiences

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop skills in comparing and contrasting decimals, fractions, and percentages	Have the student 1) learn to compare and contrast decimals, fractions, and percentages; 2) use this information and materials supplied by the teacher to compare and contrast decimals, fractions, and percentages.	Explain how to compare and contrast decimals, fractions, and percentages using a variety of materials, including illustrations, visuals, etc.	Basic Skills with Decimals and Percents, Cambridge, pp. 57-99 Mathematics in Daily Living Book 2, Decimals and Percent, Steck-Vaughn, pp. 86-104 Basic Essentials in Math, Book 2, Steck-Vaughn, pp. 3-31 Working with Numbers, Octagon Book, Steck-Vaughn, pp. 13-15, 25-27 TM-415, Mathematics Module, TRENDS Working with Numbers, Heptagon Book, Steck-Vaughn, pp. 26-41
B. To develop skills in reading and writing percentages	Have the student learn to read and write percentages using a variety of materials.	Provide materials and explanations as needed, using a variety of materials.	Same as A (above)
C. To develop skills in changing decimals and fractions to percentages and percentages to decimals and fractions	Have the student 1) learn the procedure for changing decimals and fractions to percentages, and percentages to decimals and fractions; 2) practice this procedure using a variety of materials and examples.	Explain the procedure for changing decimals and fractions to percentages and percentages to decimals and fractions, using a variety of materials which provide reinforcement of and practice in these concepts.	Same as A (above) Mathematics in Daily Living, 2, Decimals and Percent, Steck-Vaughn, pp. 105-134 Mathematics: A Basic Course, Cambridge, pp. 105-125

INSTRUCTIONAL OBJECTIVE XI: Percentages, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
D. To develop skills in finding what percentage one number is of another	Have the student 1) learn the process for determining what percentage one number is of another; 2) practice using the process with many numbers.	Provide materials and explanations as needed	Same as A (above) The Cambridge Program for the Mathematics Test, pp. 116-146
E. To develop skills in using percentages greater than 100	Have the student 1) use materials provided by the teacher to understand and use the concept of percentages greater than 100; 2) practice using this concept, using a variety of materials and experiences.	Explain concept of percentages that are greater than 100. Provide a variety of materials which reinforce this concept and provide practice activities.	Same as A (above)
F. To develop the skill to find a number of which a percent is given	Have the student use materials and instructions provided by the teacher to learn the procedure for finding the number of which a percent is given (i.e., 6 is 9% of a number, what is the number).	Provide materials and explanations as needed.	Mathematics in Daily Living 2, Decimals and Percent, Steck-Vaughn, pp. 117-124 Basic Essentials of Mathematics, Part Two, Steck-Vaughn, p. 20 Percents, New Readers Press
G. To develop skill in solving word problems involving percentages	Have the student use a variety of materials to solve word problems relative to percentage, by utilizing skills previously learned.	Provide materials and explanations as needed.	Basic Essentials of Mathematics, 2, Steck-Vaughn, pp. 3,8,11-13,18-22, 26 Mathematics in Daily Living, Decimals and Percent, Steck-Vaughn, pp. 109-112,120-121, 127-128,130-133

INSTRUCTIONAL OBJECTIVE XI: Percentages, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Working with Numbers, Heptagon Book, Steck-Vaughn, pp. 27,34,35, [illegible]7,44,45 Working with Numbers, Octagon Book, Steck-Vaughn, pp. 14,15

INSTRUCTIONAL OBJECTIVE XII: To develop an understanding of algebra from basic equations through division of complex algebraic terms

Learning Objective*	Student Activity	Teacher Activity/Notes	Resources
A. To develop a useable algebraic vocabulary to include: equations, literal numbers, coefficients, exponents, like terms, unlike terms, signed numbers, monomials, binomials, trinomials, polynomials, transposing and factoring	Have the student use materials provided to develop an algebraic vocabulary of needed terms, including their definitions.	Provide materials and explanations as needed.	The Cambridge Program for the Mathematics Test, pp. 199-226 TM-411, Introduction to Algebra for Adults, TRENDS Algebra, Steck-Vaughn, pp. 3-20,28 Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn, p. 2
B. To develop the skill of setting up and using basic equations	Have the student use a variety of materials to learn this concept and practice using it until it is mastered.	Provide materials and explanations as needed.	Algebra, Steck-Vaughn, pp. 3-20, 28 Mathematics: A Basic Course, Cambridge, pp. 259-318 Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn, p. 2
C. To develop skills in the identification of parts of algebraic terms (literal number, coefficient, and exponents)	Have the student use materials provided to learn to identify the three parts of algebraic terms.	Provide materials and explanations as needed.	Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn, pp. 3-4, 12-18

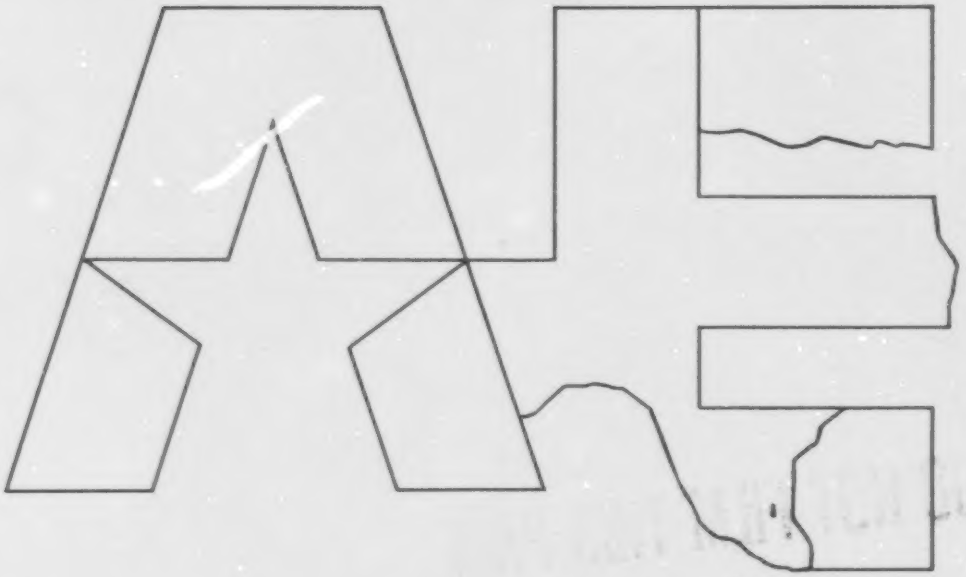
*It is very difficult to determine specific pages for many of these concepts covered by these objectives and utilizing these resources, since they are so interrelated. It is really best for the teacher to be familiar with the en[illegible]ook.

INSTRUCTIONAL OBJECTIVE XII: Algebra, cont'd.

Learning Objective*	Student Activity	Teacher Activity/Notes	Resources
D. To develop skills in recognizing and identifying like and unlike algebraic terms	Have the student use materials provided to learn to recognize and identify like and unlike algebraic terms.	Provide materials and explanations as needed.	Algebra, Steck-Vaughn, pp. 22-25 Mathematics in Daily Living Book 4: Fundamental Algebra, Steck-Vaughn, pp. 5-7
E. To develop skills in using the known to find the unknown	Have the student 1) use a variety of materials to help understand that equations must be changed before some problems can be solved; 2) practice this concept, using various methods, until it is thoroughly understood.	Explain that the value of equations are not changed when the same number is added to each side of the equation. Also, be sure the student understands that in the short cut, where knowns are grouped on one side of the equation and unknowns on the other, that the sign indicating the operation to be performed must be changed when it goes from one side of the equation to the other (+ to -; x to ÷, etc.).	TM-411, Introduction to Algebra for Adults, TRENDS Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn, pp. 1-2 Algebra, Steck-Vaughn, pp. 14-17
F. To define and identify monomials, binomials, trinomials, and polynomials	Have the student use a variety of materials to learn to define and identify monomials, binomials, trinomials, and polynomials.	Provide materials and explanations as needed.	Algebra, Steck-Vaughn, pp. 22-27 Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn, pp. 32-38
G. To develop skills in adding and subtracting like algebraic terms	Have the student use materials provided and explanations given to add and subtract algebraic terms.	Provide materials and explanations as needed. Be sure to include word problems.	Same as F (above)
H. To develop skills in the definition and identification of signed numbers	Have the student use explanations and materials provided to define and identify signed numbers.	Provide materials and explanations as needed. Be sure to include word problems.	Algebra, Steck-Vaughn, p. 59 Mathematics in Daily Living, Book 4: Fundamental Algebra, Steck-Vaughn

INSTRUCTIONAL OBJECTIVE XII: Algebra, cont'd.

Learning Objective*	Student Activity	Teacher Activity/Notes	Resources
I. To develop skills in adding and subtracting signed numbers	Have the student 1) learn rules and applications in materials provided in adding and and subtracting signed numbers; 2) practice until proficient.	Provide materials and explanations as needed. Be sure to include word problems.	TM-411, Introduction to Algebra for Adults, TRENDS
J. To develop skills in adding and subtracting binomials and trinomials	Have the student 1) use materials provided and explanations given to learn rules and their application in adding and subtracting binomials and trinomials; 2) practice, using a variety of materials.	Provide materials and explanations as needed.	Same as F (above)
K. To develop skills in multiplication and division of various algebraic terms	Have the student 1) use materials provided and explanations given to learn rules and their application in the multiplication and division of all algebraic terms covered; 2) practice until proficient, using a variety of materials.	Provide materials and explanations as needed.	Same as F (above)



Decision Making

DECISION-MAKING

It is generally agreed that effective decision-making (problem-solving) involves the following six basic steps:

1. Identify the problem
2. Gather needed information
3. Generate alternatives
4. Examine constraints
5. Select the best or best mix of alternatives
6. Evaluate the choice

Adults must make decisions daily, and situations often arise for which we are not always prepared and for which we have no immediate solutions. By teaching your students to use the six-step decision-making process, you will help them become better prepared to solve the problems and make the decisions that confront them. "Ability to make the best decision in the least amount of time often determines whether the adult learner gets the job. . . or is able to determine the proper medical assistance."* It is obvious that decision-making skills affect every facet of our ability to cope successfully. There will be instances throughout the Guide when the skill of decision-making will be tapped in the context of some of the other content categories. However, it was felt that the skill of decision-making was important enough to deserve a section of its own within this Guide.

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*From the Teacher's Manual of "The APL Series: Coping in Today's Society."

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INSTRUCTIONAL OBJECTIVE To develop decision-making skills

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify the steps in the decision-making process	Have the student learn the following steps in the decision-making process: 1) Identify the problem or decision to be made. 2) Gather needed information in order to make an informed decision. 3) Generate alternative courses of action. 4) Examine the constraints and consequences of each alternative action. 5) Select the best strategy or best mix of strategies to arrive at a solution/decision. 6) Evaluate the choice made.	Explain to the students that the skill of decision-making/problem solving is one that can be cultivated. Encourage them to apply these six steps to any situation in which they have difficulty making a decision.	Life School: Occupational Knowledge and Interpersonal Relations, Pitman, pp. 522-525, RL: 1-4
B. To apply the steps in the decision-making process	Have the student read a selection that deals with a decision that needs to be made. Have the student describe the decision to be made. Have the student relate what information was needed in order to make a good decision in the story. Have the student make a list of the various alternatives considered.	The teacher will assign and direct stories, situations, dilemmas, etc. for student study. Students might read the stories orally, silently, individually, or in groups. After introducing the point of discussion, the teacher will serve as a facilitator in the decision-making process. Teacher must avoid "telling" the student what to do. Teacher will help students identify the steps as they go through them, help them use divergent thinking to generate alternatives, etc. Opportunities	Melanie: Proving Myself, Chap. 6, 8-10,12-13 Paul: But What Suits Me?, Chap. 6, 9-12 Carlos: With My Own Hands, Chap. 1, 3-6, New Readers Press, RL: 3 Lifetimes, Pitman, RL: 1.8-2.9

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student discuss advantages and disadvantages for each of the alternatives listed above. Have the student select the one alternative that he would choose were the decision his to make in real life.	to go through the process of decision-making should be scattered throughout the class meetings. This skill, like so many others, is developed through use and practice.	Decisions in Your Life, Cambridge, RL: 2 Choices in Your Life, Cambridge, RL: 2 Communicating with Others, Steck-Vaughn, pp. 76-79, RL: 4
	Have the student tell why she chose that alternative. Have her identify any personal values that may have determined her course of action.	The teacher must be aware of the value component of the process. Students must consider their personal value systems as part of an effective decision-making strategy.	Getting Around Cities and Towns, Janus, pp. 48-56, RL: 3 Getting Help: A Guide to Community Services, Janus, RL: 2 Becoming a More Effective Person, Steck-Vaughn, RL: 4-6 See chart on following page. Melanie: Proving Myself, Chap. 6, 8-10,13 Carlos: With My Own Hands, Chap. 3-6

INSTRUCTIONAL OBJECTIVE: To develop decision-making skills, continued

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Paul: But What Suits Me?, Chap. 9-10,12, New Readers Press, RL: 3 How to Fight City Hall, Contemporary, RL: 8 Developing Thinking Skills, Scholastic, RL: 6 A Time to Choose, Pitman, RL: 1.8-2.9 The newspaper (editorial section, letters to the Editor, advice columns, etc.) Project CLASS II: Problem-Solving, Clovis, RL: 5-8

Directions: Complete the chart for the story or situation presented.

1. What is the problem/decision to be made?

____

____

2. What are the choices for solving the problem/making the decision?

____

____

3. What are the possible outcomes for each choice above?

Choice #1	Choice #2
Pros 1. ______	Pros 1. ______
2. ______	2. ______
3. ______	3. ______
Cons 1. ______	Cons 1. ______
2. ______	2. ______
3. ______	3. ______

Choice #3	Choice #4
Pros 1. ______	Pros 1. ______
2. ______	2. ______
3. ______	3. ______
Cons 1. ______	Cons 1. ______
2. ______	2. ______
3. ______	3. ______

4. Decide on the "best" choice as you see it. List below:

Choice #______

5. Explain your decision (i.e., why did you select the alternative you did?).

____

____

Interpersonal Relations

INTERPERSONAL RELATIONS

This section will focus on the following goal, general instructional objectives, and more specific learning objectives:

Goal: The student will develop interpersonal relationship skills for effectively participating as a member of a democratic society.

I. Instructional Objective: To consider the opinions of others
   A. To listen to other points of view
   B. To accurately restate other points of view
   C. To evaluate other opinions

II. Instructional Objective: To demonstrate cooperativeness in working with groups
   A. To value self as important and worthwhile
   B. To seek input from others
   C. To evaluate one's rights and obligations to the group

III. Instructional Objective: To effectively communicate ideas
   A. To model assertive behavior
   B. To evaluate information in light of personal values
   C. To obtain information from various sources
   D. To present an informed, studied point of view

IV. To recognize the effects of changing lifestyles on family and/or home life

INSTRUCTIONAL OBJECTIVE I: To consider the opinions of others

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To listen to other points of view	Have the student listen to the points of view and consider the opinions of others.	Teacher selects situations appropriate to specific class and leads discussion using discussion guide provided for each situation or designs own questions, statements, etc. to direct discussion. Teacher may want to establish some basic discussion rules for the class in order to reinforce the learning objectives that support this general objective. Sample rules might be: 1. everyone must participate 2. don't interrupt others while they're talking 3. stay on topic Remember that the goal is to develop the overall objective of considering the opinions of others. It is not the content of the discussions that is important but rather the process used.	React Interact: Situations for Communication, Regents Passages are generally too short to apply a reading formula but vocabulary is most like Level III. However, nature of activities lend themselves to use with students reading at a lower level. Teacher can merely read the passages and ask the discussion questions orally. The materials were originally intended for use in an ESL class situation.
B. To accurately restate other points of view	Previous activity is intended to develop this skill as well as that of Objective A.	The teacher would lead the students in activities such as described in Activity A on repeated occasions to develop these skills. These skills are developed through practice interactions with a variety of topics and with a varied group of people.	Teacher-made
C. To evaluate other opinions	Same as above		Communicating with Others, Steck-Vaughn, pp. 57-74, RL: 4

INSTRUCTIONAL OBJECTIVE i: Opinions of others, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student participate in activity entitled "Take Shelter" as directed by teacher.	Teacher arranges students into groups of 5-7 members. Teacher presents situation to students. The students must make their group decision within 30 minutes. The teacher gives 15, 10, 5 and 1-minute warnings. The situation is as follows: A commune in space is in dire danger of extinction from exposure to radioactivity. Ten people live in the commune but only six can survive in the anti-radiation shelter where they must live for six months. They may decide rationally among themselves whose life has the most value. The following is what they know about the ten people: 1. nuclear scientist; age 47; his careless experiments caused the dangerous radioactivity 2. his wife; four months pregnant 3. Marxist revolutionary; third-year medical student 4. famous psychologist-author; 60 years old 5. television celebrity; host of innumerable talk shows 6. brilliant female statistician; 25 years old 7. alcoholic priest; 50 years old 8. professional football player; very low IQ 9. high-school sophomore and majorette 10. former presidential assistant; disbarred lawyer; clever but shifty	Adapted from Meeting Yourself Halfway, Argus Communications (Resource for teachers)

INSTRUCTIONAL OBJECTIVE I: Opinions of others, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		After the groups have decided, ask these questions: 1. Did you listen to the opinions of others in your group? 2. Were you inclined to change your mind because of group pressures? Or, if you did change your mind, was it because of logical and persuasive arguments? 3. Did your single-mindedness prevent your group from reaching a decision in time? Did someone else's? 4. After your group arrived at a decision different from yours, did you still feel you were right? 5. What do your selections tell you about your values?	

INSTRUCTIONAL OBJECTIVE II: To demonstrate cooperativeness in working with groups

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To value self as important and worthwhile	Have the student keep a journal (collection) of positive behaviors, points, etc. about himself. Every class period (or as often as the teacher suggests), have the student complete this sentence: "I feel good about myself today because __________." The sentence may be completed with something that happened in class, at home, at work, with family, friends, etc. If the student has difficulty thinking of something, he should ask the teacher for help.	Initiate a journal activity that that requires each learner to keep a personal, written record of his/her accomplishments, contributions, etc. each class meeting (or perhaps even each day). The teacher may need to help the students identify positive traits or behaviors, particularly at first. If the student can't think of something, give a suggestion, i.e., "You spelled more words this class period than last," or "Your comments in class were very helpful."	Adapted from Synergistic Education Social/Behavioral Program Curriculum University of Houston (teacher resource) Lifeschool: Occupational Knowledge/ Interpersonal Relations, Pitman, pp. 509-521, RL: 1-4 Project CLASS II: Self-Confidence, Clovis, RL: 5-8
	Have the student write down a compliment for each of the group members. Then each group member verbally states the compliments to the persons intended. The process continues until all group members have given and received the number of compliments equal to the number of persons in the group. Students discuss the process with the teacher's guidance.	The teacher divides the class into groups of from 5-7. The teacher instructs the group members to think about and write down one compliment for each member of the small group. Teacher instructs group members to verbally "give" the compliments to the appropriate persons. Teacher leads overall group discussion focusing on: 1. How it feels to get compliments, 2. How it feels to give compliments, 3. What makes it hard to give someone a compliment, 4. What makes it hard to receive a compliment? The teacher's goal is to create a climate where positive	

INSTRUCTIONAL OBJECTIVE II: Cooperativeness, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		reinforcement (i.e., compliments, strokes) is the norm rather than the exception, and thus to help students see their positive traits and to begin to value themselves as worthwhile and important. Teacher can further this goal by modeling effective reinforcing behavior on a regular basis and by conducting a "compliments" group on a regular basis.	
B. To seek input from others	Have the student listen to feedback from partner and communicate needed information as she participates in activity/game as directed by the teacher. Have student follow rules set down by teacher. Then students participate in follow-up discussion led by teacher.	The teacher divides class into dyads and either arranges dyad members back to back or places a partition between them to obstruct their line of vision with one another. Give one partner the design answer key and the other the puzzle pieces that will fit together to create the design. The student with the key (partner A) will describe to his/her partner how to arrange the puzzle pieces to create the design on the answer key. Neither partner can see the other's work area. The partner with the pieces (partner B) cannot ask Partner A any questions about the directions. Limit partners to 3 minutes to complete the puzzles. Call time and lead discussion at end of 3 minutes. Ask questions like: 1. How many completed puzzle according to key?	Adapted from Synergistic Education Social/Behavioral Program Curriculum University of Houston (teacher resource) All puzzle pieces are 5-3/4"x2-1/8" rectangles. Each dyad will need one answer key for each puzzle used and from 3 to 4 puzzle pieces (5-3/4"x 2-1/8"). Puzzles might be cut from poster board, colored paper, etc. May want to laminate pieces to increase durability.

INSTRUCTIONAL OBJECTIVE II: Cooperativeness, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		2. What made putting the puzzle together so difficult? 3. Was giving directions easy? 4. Was following directions easy? 5. Is it harder to listen than to do the talking? Why? Teacher may repeat activity with partners shifting roles, with rules changed to allow puzzle completer to ask questions, with rules changed to allow instruction giver to see partner's work after 2 minutes have passed in order to provide additional necessary directions. Follow up on each different attempt with focused questions related to: 1. ease with which task was completed under different circumstances, 2. what changing conditions would make the task any easier, 3. what generalizations can be drawn from this activity about participation as a group member? (e.g., one must be able to listen, give feedback, clarify, adapt, etc.)	

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student apply skills of working cooperatively in groups to assigned group discussions as directed by teacher.	Teacher will select various situations from text that relate to students' personal lives. Teacher will use either directed activities included in text after each selection or will construct own group activities to reinforce the effective group processing skills learned.	React Interact: Situations for Communication, Regents The Friends You Make (Follett), Cambridge, pp. 20, 21, RL: 4 Project CLASS II: How to Get Along With Others, Clovis, RL: 5-8
C. To evaluate one's rights and obligations to the group	Have the student participate in the "Broken Squares" puzzle game and participate in follow-up discussion.	The teacher will introduce the concept of cooperation. Suggested questions: 1. What is cooperation? 2. What ingredients are necessary for cooperation in a group? Then teacher will divide class into groups of 5. If the number of participants is not divisible by 5, assign the extras as observers. Each team is given 5 envelopes which remain unopened until instructions are completed. The goal of the game is for each group to form five squares of equal size. The team completing all five puzzles first wins. The teacher will want to wait until all teams are finished before embarking on the follow-up discussion. Read game rules to class: 1. No member of a group may speak. 2. No member may signal in	X (depends on how many groups of 5) sets of puzzles designed according to instructions on following page adapted from Communication Patterns in Task-Oriented Groups

INSTRUCTIONAL OBJECTIVE II: Cooperativeness, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		any way that he/she wants a piece of the puzzle from any member of his/her group. 3. A member may give pieces away voluntarily to any other team member. The teacher signals groups to begin task. Teacher and observers (if any) circulate to see that all rules are observed. Try to strictly enforce the rules. Teacher looks for: 1) persons willing to give away pieces, 2) persons who finished task and then withdrew from group, 3) persons who couldn't give away their puzzle pieces, 4) how many people are actively engaged in mentally putting pieces together, 5) level of anxiety, 6) critical turning points in group cooperation, 7) rule violators who were either trying to grab pieces or were trying to dictate to fellow team members how to arrange their puzzle pieces. The teacher should keep in mind that one goal of this activity is to sensitize participants to their own behaviors that either facilitate or detract from group effectiveness.	

DIRECTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.

The lines should be so drawn that, when cut out, all pieces marked (a) will be of exactly the same size, all pieces marked (b) of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lowercase letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces i, h, e
B a, a, a, c
C a, j
D d, f
E g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

INSTRUCTIONAL OBJECTIVE III: To effectively communicate ideas

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To model assertive behavior	Have the student role-play the required behavior and, in turn, guess the behavior being role-played by others.	Have the students role-play the statement on the card, given the behavior described. Ask the other students to guess whether the student is being aggressive or passive. Teacher will ask students to describe assertive behavior. After making list, teacher will summarize a description of assertive behaviors as: 1. Assertive behavior lets us express how we feel about something or stand up for our rights without hurting others. 2. Assertive nonverbal behaviors are good eye contact, gesturing to emphasize what we are saying, smiling, showing interest, laughing, or looking inquisitively, standing with head and shoulders back and being comfortable near the person to whom we are speaking. 3. Assertive verbal behavior is a normal speaking voice that is loud enough for others to hear. 4. Assertive behavior lets us say what we feel or think, but we should realize we may not always get what we want.	
	After participating in discussion of assertive behaviors, have the student role-play statements as directed by teacher.	Ask students to replay the statements on their cards being assertive rather than aggressive or passive. Hand out behaviors chart as an overview for the lesson.	

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student differentiate among aggressive, passive, and assertive behaviors through participation in this activity.	Teacher will ask students to list those behaviors they think of as aggressive, e.g., shaking fist, yelling, etc.	Synergistic Education Social/Behavioral Curriculum Guide, University of Houston, 1981 (teacher resource)
	Have the student generate list of aggressive and passive behaviors as directed by teacher.	Teacher will ask students to list those behaviors they think of as passive, e.g., lowered eyes, soft voice, etc. Pass out cards to students containing a statement and a description of how it is to be read, i.e., aggressively or passively. Statements might be things such as: a) That is making me sick. b) I think that rule is unfair. c) You're in my way. d) My favorite sport is ____. etc. Break the class into smaller groups. Ask each group to discuss the following questions and to report back to the larger group: a. When is it OK to be aggressive? (when physical action is required, in contact sports, war, and life-threatening situations like fire, being attacked, etc.) b. When is it OK to be passive? (when you don't care about an outcome, sleeping, grieving, etc.) c. When is it OK to be assertive? (when rights are being violated, when you state your opinion, when you don't want to go along with a	

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		group, everyday, etc.) d. In general everyday classroom activities and interactions with friends, what should you be? (assertive) Teacher summarizes concept: Each of us exhibit passive, aggressive, and assertive behaviors at some time. There are appropriate times for each. Most of us need to work on assertiveness because we have the least practice in this area. Most adults do not know how to be assertive. They sometimes get angry and act aggressively. Their angry actions sometimes result in losing their jobs, friends, and hurting loved ones. Passive adults often do not get promoted because they are unnoticed by their bosses, don't make friends easily and are victims of aggressive actions.	
B. To evaluate information in light of personal values	Have the student draw symbols, pictures (stick figures) or use words to depict his answers to the six questions asked by teacher. The responses to question #1 are placed in square #1, to question #2 in square #2, etc.	Teacher will distribute sheets printed with six numbered* squares on them, e.g.,	Adapted from Meeting Yourself Halfway, Argus Communications (teacher resource) Communicating with Others, Steck-Vaughn, pp. 5-23, RL: 4 Project CLASS II: What are My Values?, Clovis, RL: 5-8

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		*This exercise has been dubbed the "Coat of Arms" strategy because the squares are often drawn in the shape of a shield and the activity introduced as involving those traits, either "handed down" from your family or particular to self, that are associated with you. Teacher then asks students the following questions allowing adequate time in between to think of a response: 1) What do you regard as your greatest personal achievement? 2) What would you do if you had one year to live? 3) What is one value (a deep personal commitment) from which you would never budge? 4) What is the material possession most significant to you? 5) Name the one person close to you who has the greatest amount of control over you. 6) What three words would you most like to have said about you if you died today?	
	Have the student participate in discussion of activity. Students might consider: 1) Did what I put surprise me? Surprise others who know me? 2) Are my actions consisten	Teacher will lead discussion using students' comments, feedback, responses, etc. that they are willing to share. Keep in mind questions like: 1) Is my life just a reaction to things other people do?	

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	with my answers? 3) Can I see changes I want to make in my life based on any of my responses?	2) Am I in control of my life? 3) How can I get more out of life?	
C. To obtain information from various sources	Have the student generate as many ideas about information sources as he or she can think up.	Teacher asks group to brainstorm a list of information sources. If the group is very large, break into smaller groups and perhaps give a prize to the group generating the most ideas. The teacher or recorder writes down every idea offered. Remember that brainstorming rules state: 1) all ideas are legitimate and to be recorded, 2) no discussion of ideas or evaluating ideas during this time, 3) ideas can be repeated or expanded (piggy-backed) 4) silences (lulls in generation of ideas) are to be tolerated while participants think.	Where to Go, Who to See, What to Do, Steck-Vaughn, RL: 7
	Have the student categorize the brainstormed list into types of information sources.	Teacher then asks students to try to fit their suggestions into categories or types of sources. Recorder continues to make a record of the participants' ideas. Some likely categories that may emerge are: People interviews speeches phone calls	

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

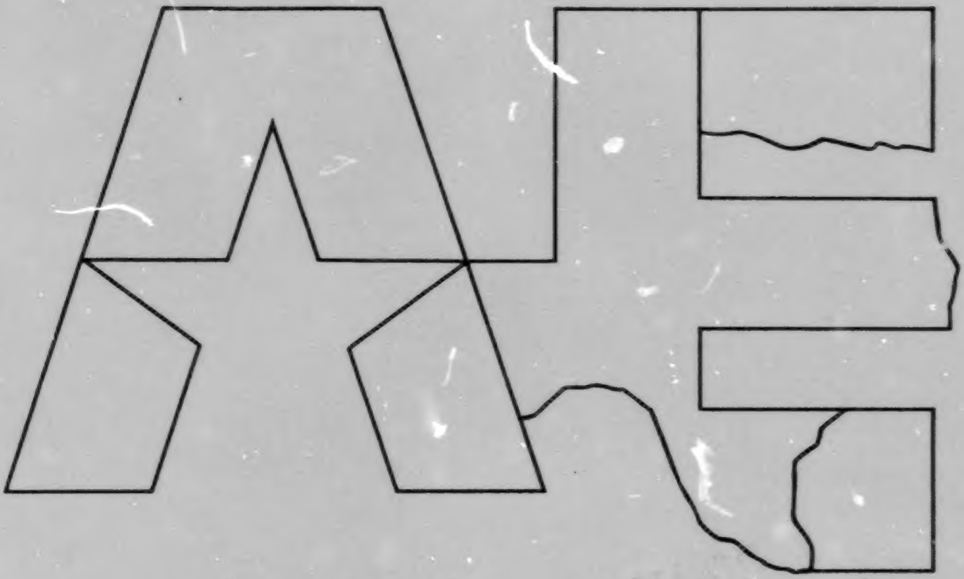
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Reference Books encyclopedias dictionaries almanacs Periodicals newspapers magazines journals and so forth. Make a list of topics that will likely be of interest to the students and that offer room for controversy. Such topics might be: 1) the safety of nuclear power 2) reduction in federally supported human aid programs 3) women's rights 4) the purpose of prisons in American society 5) mercy killing, etc.	
	Have the student choose a topic from suggested list or one of own and locate information about that topic from three of the types of information sources listed earlier. Have the student read, listen to, tape, etc. the necessary information to present to teacher.	Ask each student to select one topic and identify at least one source of information about that topic from each of three of the categories the class generated for information sources. The student must collect and document information from each source about the selected topic. Nonreaders can tape personal interviews, verbalize the info for someone else to write down, gather pictures, invite speakers to attend class, etc. In other words,	

INSTRUCTIONAL OBJECTIVE III: Communicate ideas, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		collection of data from various sources is not limited to the person who can read.	
D. To present an informal, studied point of view	Have the student logically arrange the data that was collected in support of the controversial topic in Learning Obj. III C. He might use an outline or cards to arrange the data or use some other note system. Have the student describe his position to the teacher or class (depending on teacher's direction) and field questions, comments, etc. relative to the topic under study. Have the student demonstrate that he used data from at least three different types of information sources. Also, have the student exhibit assertive behaviors, avoid being defensive during questioning, and demonstrate the ability to address the topic in a discussion situation.	The teacher creates an opportunity for each student to logically, intelligently present his/her information about the controversial topic selected in Learning Obj. III C. The teacher will know best whether to ask the students to present their information to the entire group or to the teacher individually. Whichever format is used, the audience should generate questions, etc. to the presenter giving the presenter an opportunity to practice effective communication skills in a discussion situation.	
	Have the student read a play either orally or silently and participate in discussion practicing group discussion skills such as listening, evaluating, seeking input, and expressing viewpoint assertively and clearly.	Teacher encourages student participation in group discussion sparked by plays.	Double Action Play Anthology, Scholastic, RL: 3-5 or Triple Action Play Anthology, Scholastic, RL: 4-6

INSTRUCTIONAL OBJECTIVE IV: The adult education teacher will plan activities to assist students in recognizing the effects of changing lifestyles on family/home life.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To recognize the effects of changing lifestyles on family and/or home life.	Have the student read and discuss at least three short selections, preferably featuring different ethnic groups, that portray the effects of changing lifestyles on family/home life.	Identify and collect copies of at least six short selections. Prepare discussion questions (consider Bloom's Taxonomy).	Lifeschool: Occupational Knowledge and Interpersonal Relations, Pitman, pp. 344-398, RL: 1-4
	Have the student write a poem or story or give a talk comparing the effect of work and careers on the family when she was 12 years old and now.	Provide guidelines for the composition or the talk.	
	Have the student watch a television sitcom or drama and list the problems that arise due to changing lifestyles and how these problems were solved. Have her prepare to discuss additional solutions.	Select the television program(s) to be considered. Provide guidelines for viewing (key questions).	



Consumer Economics

CONSUMER ECONOMICS

Consumer economics is an area that deals with the numerous aspects of money management and consumer education. Reading and mathematics play an important role in dealing with consumer concerns, and the user of this Guide will notice a natural overlap between these skills and the knowledge area of consumer economics. To highlight the close correlation between mathematics and consumer economics, the last objective listed in the Mathematics Depth Chart refers the reader to the consumer economics section of the Guide for the practical application of mathematics skills to their everyday use in consumer math.

The following chronological list specifies each of the Instructional Objectives that are included in this section on consumer economics:

I. To be able to count and convert coins and currency, and to apply these skills to everyday tasks
II. To know the principles of comparison shopping
III. To be able to order food and tip correctly in a restaurant
IV. To use catalogs to select and order goods and services
V. To know basic procedures for maintaining personal possessions and to be able to use related resources
VI. To understand the basic principles of money mangement, as well as the basics of consumer decision-making
VII. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his/her family
VIII. To know the banking services available in the community and how to utilize the various services
IX. To develop an understanding of credit systems
X. To understand the implications of consumption vis-a-vis finite world resources and to recognize that each individual pattern of consumption influences the general welfare
XI. To assess housing needs and to understand how to obtain housing and utilities according to those needs
XII. To know how to buy and maintain a car economically
XIII. To be aware of advertising techniques and to recognize appropriate and inappropriate forms of advertising

INSTRUCTIONAL OBJECTIVE I: To be able to count and convert coins and currency, and to apply these skills to everyday tasks

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To be able to count and convert coins and currency	Using play (or real) money, have the student count the various denominations of coins and currency through one hundred dollars.	Explain the various denominations of coins and currency and their relative value. (SD = S, M)	Real or play money Counting My Money, Frank E. Richards, RL:N/A Life School: Consumer Economics, Pitman, pp. 16-25, RL:1-4 Making My Money Count, Frank E. Richards, pp. 1-30, RL:4 *APL Series: Consumer Economics (CE) I, Student Workbook, HBJ, pp. 5-28, RL:4-6
B. To be able to make change when given the amount owed and the money for payment	Using a given total for a purchase and the currency which is sufficient for payment, have the student determine the amount of change he should receive from the transaction.	Explain the process needed for the problem and the necessary figures involved. (SD = M, DM)	Total of bill and currency needed Making My Money Count, Frank E. Richards, pp. 31-62, RL:4
C. To be able to determine the amount owed on a list of articles and the change to be received from currency large enough to pay the bill	Using a list of articles and their prices, have the student determine the amount owed. Using currency greater than this, have him tell how much change he should receive.	Explain the process needed and provide the information for the solution of the problems. (SD = M, DM)	List of articles with prices and the amount of currency needed Making My Money Count, Frank E. Richards, pp. 31-62, RL:4 Life School: Consumer Economics, Pitman, pp. 26-29, RL:1-4

*Use for each objective on this page.

Import[illegible]ote: Throughout this Guide, the abbreviation "HBJ" [illegible] be used for Harcourt Brace Jovanovich, Inc., Publi[illegible]s. It was decide[illegible]se this abbreviation rather than spell out this long na[illegible]ch time.

INSTRUCTIONAL OBJECTIVE II: To know the principles of comparison shopping

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To be able to determine best buys on foods	Using newspaper ads and other materials provided by the teacher, have the student determine the best buys on several different foods of various prices, weights, and volumes.	Explain what determines whether an item is a good buy or not and provide examples and illustrations as needed. Provide needed material from resource list. (SD = R,M,DM)	Life School: Consumer Economics, Pitman, pp. 156-159, RL:1-4 APL Series: CE I, Student Workbook, HBJ, pp. 86-93, RL:4-6 Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 36-56, RL:4 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 114-135, RL:7 Buying Guides, Steck-Vaughn, pp. 21-46, RL:4
B. To be able to determine best buys on clothing and household goods, etc. (sales)	Using newspaper ads and other materials provided by the teacher, have the student determine the best buys on various clothing, household goods, and appliances.	Same as A above.	APL Series: CE I, Student Workbook, HBJ, pp. 67-85, RL:4-6 Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 36-56, 114-126, RL:4 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 92-113, 136, RL:7 Let's Go Shopping, Frank E. Richards, RL:4

INSTRUCTIONAL OBJECTIVE II: Comparison shopping, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Buying Guides, Steck-Vaughn, pp. 5-20, 47-94, RL:4 Be Informed on Wise Buying, New Readers Press, pp. 1-8, 17-40, RL:3.5 It's Your Money, Book I, Steck-Vaughn, pp. 48-53, RL:7 Just Around the Corner: Comparison Shopping, Cambridge, RL:N/A
C. To be able to determine best value for repairs and services	Using newspaper ads, the telephone directory, and materials from local agencies, have the student learn how to get estimates for various repairs and other services.	Provide needed materials and explain how information can be obtained relative to the students' needs. (SD = R,S)	*Newspaper, telephone book, materials from Chamber of Commerce, other city and county agencies Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 80-94, RL:5

*Needed also in A & B

INSTRUCTIONAL OBJECTIVE III: To be able to order food and tip correctly in a restaurant

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To be able to use a menu	Using a menu provided by the teacher, have the student order a meal prepared the way she wants it in a restaurant.	Explain the menu and prices. Also, explain that certain meat items may require that the student make a decision on how she wants them cooked (ex: medium rare). (SD = R,S,DM)	Menu APL Series: CE I: Student Workbook, HBJ, pp. 99-111, RL:4-6 Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 101-105, RL:5 Life School: Consumer Economics, Pitman, pp. 488-498, RL:1-4
B. To be able to figure amount of bill including tax and tip	Using prices for a meal provided by the teacher, have the student figure the total price of the bill, including tax and tip.	Explain that tipping may be determined by the type of service received, but that 10 to 15% of the bill, before taxes, is an acceptable amount. Provide appropriate tax information (usually 5%). (SD = R,M)	APL Series: CE I: Student Workbook, HBJ, pp. 99-111, RL:4-6 Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 108-111, RL:5 Life School: Consumer Economics, Pitman, pp. 499-502, RL:1-4

INSTRUCTIONAL OBJECTIVE IV: To use catalogs to select and order goods and services

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To use catalogs to select goods	Using a variety of materials, including catalogs, have the student make selections of a variety of goods.	Provide materials, including catalogs, and explain how various goods are listed in the catalog, including model numbers, prices, etc. (SD = R,DM)	APL Series: CE I, Student Workbook, HBJ, pp. 116-130, RL:4-6 Catalog Shopping, Frank E. Richards, RL:4 Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 57-83, RL:4 Just Around the Corner: Catalog Ordering, Cambridge, RL:N/A
B. To use the catalog to order a variety of goods	Using standard forms as found in various catalogs and other materials, have the student complete an order of several items, including catalog number, model number, if appropriate, description and price.	Explain how various order forms are used and assist the student in filling out the particular form you have provided. Check the final work of the student and help him in making any needed corrections. (SD = R,W,M,DM)	Project CLASS II: Using A Catalog - Mail Order, Clovis, RL:5-8

INSTRUCTIONAL OBJECTIVE V: To know basic procedures for maintaining personal possessions and to be able to use related resources

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn procedures for the care and upkeep of home furnishings	Using the materials in the resource list, have the student increase reading and math skills, while learning how to care for and maintain a variety of household items.	Provide materials and explanations as needed. Be sure the student understands that she is reinforcing a variety of skills as well as gaining information. (SD = R,M) Reading for detail, following directions, drawing conclusions, applying ideas, and learning new vocabulary Reinforce math skills: figuring averages, figuring unit price, and figuring amounts.	APL Series: CE I, Student Workbook, HBJ, pp. 134-147, RL:4-6 Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 146-166, RL:4 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 154-171, RL:7 Project CLASS II: House Cleaning Tips, Clovis, RL:5-8
B. To learn procedures for the care and upkeep of home appliances	Using a variety of materials as provided by the teacher, have the student learn the care and upkeep of various household appliances while reinforcing the basic skills of reading and math.	Provide materials and explanations as needed. Be sure the student understands the purpose of the materials being used as being multi-purpose. (SD = R,M) Reading for detail, following instructions and determining sequence, classification, and appying general ideas to specific situations Math skills: finding volume and weight, using ratios, and finding unit cost will also be reviewed or learned.	Same as A Life School: Consumer Economics, Pitman, pp. 231-238, RL:1-4

INSTRUCTIONAL OBJECTIVE V: Maintaining personal possessions, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To learn procedures for the care of clothing	Using the materials in the APL Series, have the student learn procedures for taking care of various clothing articles and the materials from which they are made.	Provide materials and explanations as needed. (SD = R,DM) Basic reading skills mentioned in A and B are developed.	APL Series: CE I, Student Workbook, HBJ, pp. 134-147, RL:4-6 Life School: Consumer Economics, Pitman, pp. 231-238, RL:1-4

INSTRUCTIONAL OBJECTIVE VI: To understand the basic principles of money management, as well as the basics of consumer decision-making

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn the basic principles and mechanics of setting up and following a family budget	Using the materials provided, have the student learn how to set up a basic budget and the main items which should always be included.	Provide materials and explanations as needed. Help student become more aware of how much a budget will help in managing his money. He will learn how to determine various "monthly" bills and arrive at a reasonable figure to use in making decisions about budgeting. (SD = R,M) The reading skills of reading for detail, evaluating facts, classifying information, and main ideas are stressed. Math skills in reading graphs, finding percentages, adding, and other basic skills are reinforced or taught.	Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 1-34, RL:4 Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 120-144, 213-237, RL:5 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 9-25, 91-113, 222-234, RL:7 Be Informed on Money, New Readers Press, RL:2.5 Follett Coping Skills Series, Budgeting, Cambridge, RL:3 Buying Guides, Steck-Vaughn, RL:4 Family Money Management, Steck-Vaughn, RL:5 You and Your Money, Steck-Vaughn, RL:2.5 Where Does the Money Go? Steck-Vaughn, pp. 27-30, RL:3

INSTRUCTIONAL OBJECTIVE VI: Money management, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Just Around the Corner: Budgeting, Cambridge, RL:N/A
			Skills for Consumer Success, South-Western, pp. 73-88, RL:8
			Project CLASS I: Preparing a Budget, Clovis, RL:1-4
			Earning, Spending, and Saving, Frank E. Richards, pp. 19-31, RL:3.8
			Making a Budget, New Readers Press, RL:2.8
			APL Series: CE II, Student Workbook, HBJ, pp. 5-26, RL:4-6

INSTRUCTIONAL OBJECTIVE VII: To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his/her family

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To develop an understanding of how insurance works	Have the student learn vocabulary and complete exercises using the words in the "Teacher Notes" column.	Introduce basic insurance vocabulary words: policy, premium, contract, coverage. (SD = R,W,L)	Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 61-79, RL:5
B. To learn the different types of insurance: life, health, automobile, property, and liability	Have the student complete exercises in texts and discuss the types of insurance she has.	Discuss various types of insurance. Invite an insurance representative to discuss these with your class. (SD = R,W,S,M)	Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 191-206, RL:7
	Have the student bring policies to class and identify the terms learned and discuss the coverage.	Provide various policies for students if students do not have policies. Reading Skills: Using context to understand new words, reading for detail, distinguishing fact from opinion, making comparisons, drawing conclusions Math Skills: Computing percentages	It's Your Money: Book 2, Steck-Vaughn, pp. 63-79, RL:10 Just Around the Corner: Insurance, Cambridge, RL:N/A APL Series: CE II, Student Workbook, HBJ, pp. 56-58, 63-73, RL:4-6 Project CLASS II: Auto Insurance, Life Insurance, Health Insurance, (3 modules), Clovis, RL:5-8 Skills for Consumer Success, South-Western, pp. 121-144, RL:8

INSTRUCTIONAL OBJECTIVE VII: Insurance, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Be Informed Series, *Social Security and Personal Insurance*, New Readers Press, RL:7 Insurance representative as a resource person Insurance policies

INSTRUCTIONAL OBJECTIVE VIII: To know the banking services available in the community and how to utilize the various services

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand the various types of services at local banks	Have the student list banking services and explain purposes of each. Have him complete exercises in text. Have him discuss banking services used and why.	Provide information from local banks. Discuss services and the purposes of each. (SD = R,W,DM)	Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 1-20, RL:5
B. To understand how to open and use a checking account	Have the student complete exercises in text. Have him bring personal bank statement and reconcile.	Explain purpose of a checking account and how to open one. Demonstrate check writing, making deposits, balancing a checkbook, and reconciling a statement. (SD = R,W,M)	Life School: Consumer Economics, Pitman, pp. 609-625, RL:1-4 Just Around the Corner: Banking Services, Cambridge, RL:N/A Banking, Budgeting and Employment, Frank E. Richards, pp. 1-19, RL:5 The Bank Book, Frank E. Richards, pp. 28-60, RL:5 Skills for Consumer Success, South-Western, pp. 1-20, RL:8 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 26-68, RL:7

INSTRUCTIONAL OBJECTIVE VIII: Banking services, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To understand how to open and use a savings account	Have the student complete exercises in text. Have him read a savings passbook.	Explain the purpose of savings account and how to use one. Discuss interest rate. Provide a passbook and show students how to read it. (SD = R,W)	Skills for Consumer Success, South-Western, pp. 29-34, RL:8 Banking, Budgeting, and Employment, Frank E. Richards, pp. 22-28, RL:5 The Bank Book, Frank E. Richards, pp. 8-27, RL:5 Be Informed Series, Banking, New Readers Press, RL:3.5 Just Around the Corner: Banking Services, Cambridge, RL:N/A
D. To understand how to use bank cards such as Mpact, Pulse, etc.		If teacher has a bank card, take students (if appropriate) and demonstrate use. Reading Skills: Identifying main idea, making comparisons, reading for detail Math Skills: Addition, subtraction, multiplication of decimals	The Money You Spend (Follett), Cambridge, pp. 20-21, RL:4 APL Series: CE II: Student Workbook, HBJ, pp. 79-103, RL:4-6 Checks, checkbooks, deposit slips, bank statement, savings passbook

INSTRUCTIONAL OBJECTIVE IX: To develop an understanding of credit systems

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand the different types of loans and how and when to apply for them	Have the student discuss loans either she has had or needs and why this type of loan was selected.	Introduce the different types of loans such as signature, car, house, and discuss how and where to obtain these loans. (SD = S, DM)	Using Credit, New Readers Press, RL:2.8 Be Informed Series, Personal Credit, New Readers Press, RL:4 It's Your Money: Book 2, Steck-Vaughn, pp. 39-62, RL:10 Skills for Consumer Success, South-Western, pp. 55-72, RL:8
B. To understand charge accounts and how to use them	Have the student complete exercises provided in text. Have her identify personal accounts and using the information learned, discuss the advantages and disadvantages of accounts.	Discuss charge account application, agreements, finance charges, and payments. (SD = R,W,DM)	Understanding Consumer Credit (Follett), Cambridge, RL:3 It's Your Money: Book 2, Steck-Vaughn, pp. 18-38, RL:10
C. To understand how to use credit wisely	Have the student complete exercises in book. Have her contact local companies and businesses who give credit and loans, and compare the services provided.	(SD = R,W,M) Reading Skills: Reading for detail, drawing conclusions Math Skills: Addition, subtraction, multiplication, and figuring percentages	Family Money Management, Steck-Vaughn, pp. 51-76, RL:5 You and Your Money, Steck-Vaughn, pp. 18-21, RL:2.5 Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 21-40, RL:5

INSTRUCTIONAL OBJECTIVE IX: Credit systems, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 48-68, RL:7
			The APL Series: CE II, Student Workbook, HBJ, pp. 109-139, RL:4-6
			So You Want to Use Credit, Changing Times, RL:N/A
			Where Does the Money Go? Steck-Vaughn, pp. 83-84, RL:3
			Just Around the Corner: Loans and Credit, Cambridge, RL:N/A

INSTRUCTIONAL OBJECTIVE X: To understand the implications of consumption vis-a-vis finite world resources and to recognize that each individual pattern of consumption influences the general welfare

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand how consumption, conservation, and responsible consumerism can affect the general welfare	Have the student read and complete appropriate exercises in texts.	Discuss vocabulary provided in text and the impact of conservation. (SD = R)	Project CLASS II: Energy Sources, Clovis, RL:5-8 Solving Life Problems in Consumer Economics 1, McGraw-Hill, pp. 184-203, RL:4
	Have the student list ways he and his family have practiced conservation and the effects of conserving.	Provide students with supplemental handouts from utility companies, etc., which provide energy-saving tips. (SD = W,DM)	Project CLASS II: Saving on Your Utility Bill, Clovis, RL:5-8 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 154-171, RL:7
	Have the student draft a plan for his family which demonstrates responsible consumerism.		The APL Series: CE III, Student Workbook, HBJ, pp. 3-17, RL:4-6

INSTRUCTIONAL OBJECTIVE XI: To assess housing needs and to understand how to obtain housing and utilities according to those needs

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify personal housing needs and learn how to meet those needs	Have the student read and complete exercises in text.	Discuss with students criteria for determining housing needs. (SD = R,W,DM)	Solving Life Problems in Consumer Economics I, McGraw-Hill, pp. 167-203, RL:4 Just Around the Corner: Housing Needs, Cambridge, RL:N/A Project CLASS I: Finding a Place to Live, Clovis, RL:1-4 Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 207-221, RL:7
B. To learn the advantages and disadvantages of owning a home and what to look for when buying a home	Have the student read and complete exercises in texts.	(SD = R,W,DM)	The APL Series: CE III, Student Workbook, HBJ, pp. 21-38, RL:4-6 Project CLASS II: Buying a House, Clovis, RL:5-8
C. To learn the advantages and disadvantages of renting or leasing a home	Have the student read and complete exercises in text. Using information learned, have her identify personal housing needs and prospective housing in her community.	Provide student with newspaper ads, apartment guides, realtor listings, etc. (SD = R,W,DM)	Newspaper ads, apartment guides, realtor listings Skills for Consumer Success, South-Western, pp. 89-100, RL:8

INSTRUCTIONAL OBJECTIVE XI: Housing needs, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
D. To understand the legalities involved in owning and leasing a home	Have the student read and complete exercises in the text.	Reading Skills: Reading for detail, comparing and contrasting, drawing conclusions Math Skills: Reading charts, figuring costs, figuring percentages (SD = R, W)	The APL Series: CE III, Student Workbook, HBJ, pp. 21-38, RL:4-6

INSTRUCTIONAL OBJECTIVE XII: To know how to buy and maintain a car economically

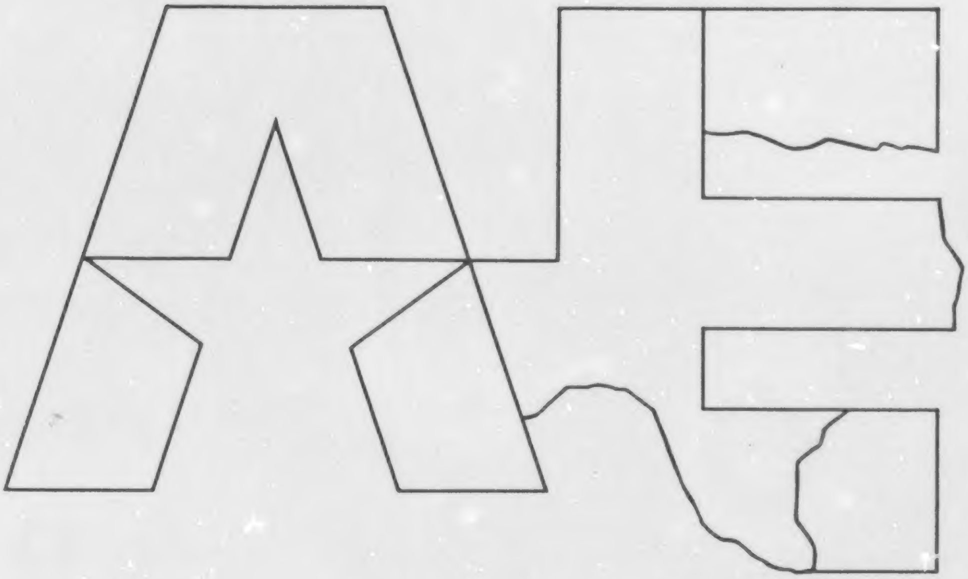
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn how to shop for a car	Have the student read and complete exercises in texts. Have him read ads in newspaper. Have him call local car dealerships.	Provide student with want ads and telephone directory. Discuss different types of ads and dealerships. (SD = R,W,S,L)	Skills for Consumer Success, South-Western, pp. 101-120, RL:8 Just Around the Corner: Car Buying, Cambridge, RL:N/A Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 186-212, RL:5 Project CLASS II: Buying a Car, Clovis, RL:5-8
B. To learn how to finance a car	Have the student read texts and complete exercises in texts. Have him discuss local financial institutions and advantages and disadvantages of each.	Provide student with local information regarding sources for financing a car, discussing interest rates, down payments, etc. (SD = R,W,S,L,DM)	Just Around the Corner: Car Buying, Cambridge, RL:N/A Becoming a Car Owner, New Readers Press, RL:4
C. To learn how to maintain a car	Have the student read and complete exercises in texts. Have him outline a maintenance plan for his family car.	Reading Skills: Reading for detail, drawing conclusions, applying ideas Math Skills: All have operations using decimals, figuring percentages.	Be Informed Series, Owning an Auto, New Readers Press, RL:4.5 The APL Series: CE III, Student Workbook, HBJ, pp. 41-59, RL:4-6 Local newspaper ads, telephone directory

INSTRUCTIONAL OBJECTIVE XII: Car buying and maintenance, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Project CLASS I: Car Maintenance at a Garage, Car Maintenance at Home (2 modules), Clovis, RL:1-4 Project CLASS II: Car Maintenance - Repair Outlet, Clovis, RL:5-8 Just Around the Corner: Car Maintenance, Cambridge, RL:N/A

INSTRUCTIONAL OBJECTIVE XIII: To be aware of advertising techniques and to recognize appropriate and inappropriate forms of advertising

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify advertising techniques	Have the student read and complete exercises in texts.	Provide student with local ads. Discuss techniques employed. (SD = R,W)	Just Around the Corner: Selling Techniques, Cambridge, RL:N/A Project CLASS II: Advertising Techniques, Clovis, RL:5-8
B. To identify advertising fraud	Have the student read and complete exercises in texts. Have her relate a personal example of advertising fraud and discuss.	Provide student with local ads. Discuss techniques employed. (SD = R,W,S)	Solving Life Problems in Consumer Economics 2, McGraw-Hill, pp. 238-253, RL:5 Typical Gyps and Frauds, Changing Times, RL:N/A
C. To learn how to report a complaint and gain knowledge of legal options available to consumers	Have the student read and complete exercises in texts.	(SD = R,W) Reading Skills: Reading for detail, drawing conclusions, applying ideas Math Skills: Reading charts	Solving Life Problems in Consumer Economics 3, McGraw-Hill, pp. 222-234, RL:7 The Money You Spend (Follett), Cambridge, pp. 32-33, RL:4 The APL Series: CE III, Student Workbook, HBJ, pp. 63-99, RL:4-6 Managing Money, Steck-Vaughn, pp. 38-50, RL:4-6 Local newspaper, advertising tabloids, TV and radio commercials



Occupational/Educational Opportunities

OCCUPATIONAL/EDUCATIONAL OPPORTUNITIES

The purpose of this section of the Guide is to acquaint students with the different types of jobs, how to take advantage of the services of public employment agencies, how to apply for a job, how to get along with co-workers and learn the responsibilities of the job held, and to learn about additional educational opportunities.

This area should not be viewed as separate content, but rather should become part of the Communications, Mathematics and Social Studies Sections.

GOAL: To help the adult learn to become a participating member of society by upgrading his or her employment opportunities and raising his or her general educational level to a point at which he or she can participate in vocational and occupational training programs.

INSTRUCTIONAL OBJECTIVES:

I. To determine occupational skills, aptitudes, and interests and interpret the results of assessments with the assistance of the teacher

II. To gain information about the fourteen occupational clusters and how to acquire (access) information in specific areas

III. To acquire job-seeking skills

IV. To develop skills necessary for seeking training and advanced education

V. To learn skills to help develop effective job behavior

VI. To develop skills necessary to understand the legal and financial aspects of employment

VII. To understand what it takes to be an entrepreneur

INSTRUCTIONAL OBJECTIVE: I: To determine occupational skills, aptitudes, and interests and interpret the results of assessments with the assistance of the teacher

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To determine skills, aptitudes, interests	Have the student complete inventories.	Collect and maintain file of formal and informal measures of skills, aptitudes, and interests (SD = R, DM)	Formal (standardized) JOB-O (interest) ia* COPS (interest) i* CAPS (ability) a*
	Have the student understand data (results).	(SD = R)	Informal Life Plan a* (VGM Career Horizons)
	Have the student interpret results.	Assist students in interpreting results (SD = R, DM)	Getting Ready to Work, EMC, pp. 5-37, RL: N/A
	Have the student summarize results of a variety of assessments.	(SD = R, DM)	Working with Others, Steck-Vaughn, pp. 35-38, RL: 8
	Have the student list possible alternative occupations consistent with results.	Refer students to their sources (TEC, college counseling offices, etc.) (SD = R, W, DM)	Basic Civil Service Training, South-Western, pp. 187-200, RL: N/A

*i - intermediate
a - advanced

INSTRUCTIONAL OBJECTIVE II: To gain information about the fourteen occupational clusters and how to acquire (access) information in specific areas

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
To find information on any of the fourteen occupational clusters in order to expand a list of occupational alternatives	Have the student acquire information on specific occupational categories from at least two sources.	Introduce the students to the following fourteen occupational clusters (bulletin board, chart, etc.) 1. industrial production 2. service 3. education 4. office 5. construction 6. mechanics and repair 7. sales 8. health 9. transportation 10. art, design, and communication 11. scientific and technical 12. social science 13. social service 14. agriculture, forestry, and fishery (SD = R, W, S, L) Instruct students how to acquire occupational information (DOT, interviews, letters, Occupational Outlook Handbook, etc.)	The Job Book (ESC II), RL: N/A Occupational Outlook Handbook, etc., G.P.O., RL: N/A APL Series: Occupational Knowledge, Student Workbook, HBJ, pp.5-23 RL: 4-6 Dictionary of Occupational Titles, G.P.O., RL: N/A Getting Ready to Work, EMC, pp. 20-41, RL: N/A Success at Work, Steck-Vaughn, pp. 74-78, RL: 4 Service Occupations, Frank E. Richards, RL: 6 Career Reading Skills: Books a, b, c, Globe, RL: 5

INSTRUCTIONAL OBJECTIVE III: To acquire job-seeking skills

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To acquire skills necessary for completing applications.	Have the student examine and complete a variety of job applications.	Provide a variety of applications. (SD = R, W, DM)	Life School: Occupational Knowledge and Interpersonal Relations, Pitman, pp. 77-122, RL: 1-4 APL Series: Occupational Knowledge Reading Book, HBJ, pp. 79-113, RL: 4-6 How to Get a Job and Keep It, Steck-Vaughn, pp. 24-36, RL: 5.5 Filling Out Job Application Forms, EMC, RL: 7
	Have the student develop a personal resume.	Outline elements of a resume and assist students in developing personal resumes. (SD = R, W)	APL Series: Occupational Knowledge Reading Book, HBJ, pp. 90-92, RL: 4-6
B. To acquire skills necessary for interviewing	Have the student use effective telephone techniques.	Discuss assertiveness techniques. (SD = S, IR)	Life School; Occupational Knowledge and Interpersonal Relations, Pitman, pp. 128-174, RL: 1-4
	Have the student learn the "do's" and "don'ts" of interviewing.	Demonstrate relaxation exercises.	Just Around the Corner: Jobs and Employment Opportunities, Cambridge, pp. 33-40, RL: N/A
	Have the student practice job interviewing.	Plan role-plays. (SD = S, IR)	Job Interviews (Follett), Cambridge, RL: 4
		Videotape interview session.	Interviewing for Jobs, EMC, RL: 5

INSTRUCTIONAL OBJECTIVE III: Job-seeking, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student learn effective post-interview strategies.	(SD = S, IR)	How to Get a Job and Keep It, Steck-Vaughn, pp. 37-46, RL: 5.5
	Have the student learn the legal aspects of the interview.	(SD = R)	How to Find and Apply for a Job, South-Western, RL: 9-10
C. To be aware of and be able to use public and private agencies and other sources to find out about available jobs	Have the student use the Yellow Pages.	Provide telephone books and newspaper want ads. (SD = R)	
	Have the student list public and private employment agencies in the community and know the advantages and disadvantages of each.	(SD = R, W)	Guest speakers from representing agencies Finding a Job, EMC, RL: 6
	Have the student use want ads.	(SD = R)	Finding Work (Follett), Cambridge, RL: 4
	Have the student discuss other sources to find a job (networks, family, friends, etc.).	(SD = S, L, IR)	Just Around the Corner, Jobs and Employment Opportunities, Cambridge, pp. 25-32, RL: N/A

INSTRUCTIONAL OBJECTIVE IV: To develop skills necessary for seeking training and advanced education

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To become aware of a variety of training and advanced education institutions in locale	Have the student develop a list of training and advanced education institutions, address, telephone number, contact person.	(SD = R, W, S, L, IR)	Resources for Lifelong Learning (Follett), Cambridge, RL: 4 Keeping and Changing Jobs, EMC, pp. 46-47, RL: 6.5
B. To acquire the skills for applying for training or advanced education	Have the student request and complete at least one application.	(SD = R, W, S, IR)	
C. To be able to use the services offered by institutions to acquire financial counseling, academic aid	Have the student acquire catalogs/brochures from institutions and identify available services.	Inform students of available services. (SD = R, W)	

INSTRUCTIONAL OBJECTIVE V: To learn skills to help develop effective job behavior

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To become aware of personal skills, (eg., attitude, appearance, work habits) that contribute to success on the job	Have the student describe personal attitudes, appearance, manners that contribute to success on the job.	(SD = W, L, IR)	Just Around the Corner: Jobs and Employment Opportunities, Cambridge, pp. 1-8, RL: N/A Keeping and Changing Jobs, EMC, pp. 5-34, RL: 6.5 LifeSchool: Occupational Knowledge and Interpersonal Relations, Pitman, pp. 187-235
	Have the student take personal inventory.	(SD = W)	
	Have the student develop an improvement plan.	(SD = W)	
B. To become aware of skills that are necessary in working with others	Have the student become aware of the importance of learning to work with others, getting along with boss and with fellow workers, solving problems at work, being a good listener, dealing with anger, etc.	(SD = S, L, IR)	Keeping a Job (Follett), Cambridge, RL: 4 APL Series: Occupational Knowledge, Reading Book, HBJ, pp. 145-166, RL: 4-6 [illegible]: "Courtesy, Who Needs It?" (Alfred Higgins Prod., Inc.) Filmstrip: "How to Listen More Effectively" (Universal Education and Visual Arts) Communicating Effectively (Sandler Institutional Films, Inc.) Filmstrip: "Trouble at Work" (Guidance Assoc.)

INSTRUCTIONAL OBJECTIVE VI: To develop skills necessary to understand the legal and financial aspects of employment

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand the difference between gross and net pay	Have the student compute the difference between gross and net pay on a paycheck.	(SD = M)	Project CLASS II: Your Paycheck and Employment Benefits, Clovis, RL: 5-8
B. To determine deductions for social security, taxes and insurance, and the importance of fringe benefits	Have the student complete a W-4 form.	(SD = W)	LifeSchool: Occupational Knowledge and Interpersonal Relations, Pitman, pp. 247-251, RL: 1-4
	Have the student understand deductions, fringe benefits, salary, overtime, etc., that appear on a paycheck.	(SD = R)	
C. To become aware of the legal rights and responsibilities of the employee and actions that can be taken when rights have been violated			Working with Others, Steck-Vaughn, pp. 63-74, RL: 8 Starting a New Job, EMC, pp. 6-13, RL: 7 Guest Speaker Film Filmstrip Role-Playing

INSTRUCTIONAL OBJECTIVE VII: To understand what it takes to be an entrepreneur

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn about the concept of entrepreneurship	Have the student read about two persons who are or were entrepreneurs such as Henry Ford or Edwin Land.	(SD = R)	Creating a New Enterprise, South-Western, Chapter 1, RL: 9-10
	Have the student read about the five major fields of business: extroactive, manufacturing, wholesaling, retailing, and services.	(SD = R)	
B. To examine entrepreneurship as a career	Have the student read about and discuss the advantages and disadvantages of entrepreneurship.	Care should be taken to include in discussion not only the advantages of owning and operating one's business enterprise, but also the risks that an entrepreneur takes and what is at stake if the business fails. Help make the student aware of the personal commitments an entrepreneur must have, such as giving up security, fringe benefits, paid vacations, retirement plans, and an "8-to-5" workday. (SD = R, S, DM)	Creating A New Enterprise, South-Western, Chapters 2 & 3, RL: 9-10
	Have the student obtain assistance in learning about entrepreneurship.	(SD = R, L, DM, IR)	Checklist for Going Into Business, Small Business Administration, RL: N/A
	Have the student read about finding new enterprise ideas and have him write about his findings.	(SD = R, W, L, DM, IR)	
C. To create a realistic framework for starting one's own business	Have the student compare individual ownership, partnership, incorporation.	(SD = R, DM, IR)	Small Business Reporter: Franchising, Bank of America, RL: 9

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Creating a New Enterprise, South-Western, Chapters 4-6, RL: 9-10
	Have the student study the market for her business.	(SD = R, DM)	For Activities 7-11: The Business Plan: A Suggested Model, TX Economic Development Comm., RL: N/A
	Have the student choose a location for his business.	(SD = DM)	
	Have the student plan marketing strategies.	(SD = R, DM)	
	Have the student prepare a financial statement.	(SD = R, M)	Small Business Reporter: Understanding Financial Statements, Bank of America, RL: 12+
	Have the student make a list of the records she will have to keep and report, including a financial assessment, operating budget, and cash flow plan.	(SD = W, DM)	Recordkeeping Systems--Small Store and Trade Services, Small Business Administration, RL: N/A

Science/Health

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SCIENCE

Science is such a broad area that an outline or lesson plan for any science topic just barely scratches the surface of the vast amount of knowledge and data accumulated. Furthermore, there are so many meaningful science topics that it is difficult to decide which ones are the most important. Any decision is very subjective at best. In that light, the science topics treated here are merely a few outlines or guides to help the teacher and should not be thought of as comprehensive lesson plans.

In content and amount, related to materials found in several General Educational Development (GED) preparation texts, the learning objectives for Biology, Earth Science, Chemistry, and Physics are similar. Whether it is as a computer operator or as a computer programmer, the learning objectives for microcomputers are basic and practical enough to serve as guides for further study.

Since there is a natural tendency for biology and health to merge in several areas, there is overlap in these two topics.

Finally, do not let it be a well-kept secret that the school library or the public library is an excellent resource for further study on almost any subject. Science and Health are no exceptions!

The following chronological list specifies each of the Instructional Objectives that are included in this section on Science:

I. To learn selected basic concepts in biology
II. To learn selected basic concepts in Earth Science
III. To learn selected basic concepts in chemistry
IV. To learn selected basic concepts in physics
V. To learn selected basic concepts in computer science

NOTE: The Science section of this Guide deviates from the other sections to the extent that resources are listed for the Learning Objectives, as a whole, rather than for the more specific Student Activities.

INSTRUCTIONAL OBJECTIVE I: To learn selected basic concepts in biology

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To explain photosynthesis as a process by which the chlorophyll of green plants catalyzes the formation of carbohydrates from carbon dioxide and and water through the action of sunlight	Have the student report on why the chemical formulas H_2O and CO_2 are compounds essential for life.	(SD = R, W, DM)	Chemistry Basic Concepts and Contemporary Applications, Wadsworth, pp. 133-135, RL: 12
	Have the student discuss photosynthesis.	Discuss the chemical formula for photosynthesis (sunlight + CO_2 + H_2O $\xrightarrow{\text{chlorophyll}}$ O_2 + plant; fats, proteins, carbohydrates) with the student. (SD = S, L)	Systems 3 Science Follett, pp. 135-136, RL: 7-8 GED How to Prepare for the High School Equivalency Exam, Test 3, Contemporary, pp. 88-89, RL: 7-8
	Have the student discuss the idea that obtaining sufficient usable water has always been a critical problem for mankind.	Discuss with the student the idea that obtaining sufficient usable water has always been a critical problem for mankind. (SD = S, L, IR)	Basic Science for Living, Book 1, Revised, Steck-Vaughn, pp. 50-51, RL: 7
		Discuss the extent to which air is saturated with water vapor. Discuss the term relative humidity, which indicates how much water vapor is in the air compared with how much water vapor the air can hold.	General Education Series Book 3: Science, Steck-Vaughn, p. 19, RL: 7-8

INSTRUCTIONAL OBJECTIVE I: Biology, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
B. To discuss respiration as a process by which an exchange of oxygen and carbon dioxide between cells and their surroundings is accompanied by oxidation and energy release	Have the student report on the oxygen and carbon dioxide exchange that takes place in the human lungs during respiration.	(SD = R, W)	Modern Biology, Holt, Rinehart & Winston, p. 62, RL: 10
	Ask the student to obtain a green plant and securely wrap it in clear plastic, set the plant in sunlight, observe it for a few weeks and report observations. Have him discuss how a lack of carbon dioxide-oxygen exchange affected the plant.	(SD = S, L, DM)	GED How to Prepare for the High School Equivalency Exam, Test 3, Contemporary, pp. 68-70, RL:7-8
	Have the student ferment some orange juice in a small fermentation tube and observe the release of CO_2 gas.	Explain that fermentation is another kind of respiration in which glucose (sugar) is broken down by enzyme action without benefit of molecular oxygen. (SD = S, L)	
C. To interpret the cell as the basic structural unit of life.	Ask the student to research the cell and make a drawing showing its three major parts: nucleus, cytoplasm, and cell wall.	(SD = R, W)	Modern Biology, Holt, Rinehart & Winston, pp. 42-52, RL:10
	Have the student research the cell and report on the difference between male and female chromosomes.	(SD = R, S, L, W)	GED How to Prepare for the High School Equivalency Exam, Test 3, Contemporary, pp. 61-62, RL:7-8

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student obtain a few epithelial cells on his finger from inside his cheek, place them on a slide, and observe them through a microscope.	(SD = S, L)	Basic Science for Living, Book I, Revised, Steck-Vaughn, p. 71, RL:7 Health and You - Book I, Steck-Vaughn, pp. 1-5, RL:2-3 General Education Series - Book 3: Science, Steck-Vaughn, p. 27, RL:7-8
D. To discuss the difference between the simple plants (mosses, liverworts, ferns) and the seed plants (grasses, trees).	Have the student research Spanish moss, water moss (masses of algae), and reindeer moss as examples of plants incorrectly called mosses and write a report.	(SD = R, W)	Modern Biology. Holt, Rinehart & Winston pp. 166, 253-273, RL:10 Basic Science for Living, Book I, Revised, Steck-Vaughn, pp. 52-57, RL:7
	Ask the student to collect a sample of sphagnum or peat moss and report on its practical uses.	(SD = S, L, W, IR)	Plant Life, Steck-Vaughn, RL:2-3
	After collecting some liverworts from wet places near streams, have the student examine them closely with a magnifying glass and make a drawing.	(SD = S, L, W)	You Find Out, Third Edition, Steck-Vaughn, pp. 119-128, RL:3 The World About You, Third Edition, Steck-Vaughn, pp. 3-14, RL:4
	After collecting some grass seeds, flower seeds, vegetable seeds, and tree seeds, have the student examine them and try to germinate them in cans or pots.	(SD = DM)	

INSTRUCTIONAL OBJECTIVE I: Biology, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student research the classification system for the plant kingdom and report on how it is organized.	(SD = R, S, L)	General Education Series-Book 3: Science, Steck-Vaughn, pp. 36-39, RL:7-8
E. To discuss the general theory of evolution of animals--from the single cell protista and clumps of individual cells that perform a specific task for the benefit of the colony, to multicellular animals with specialized tissue such as sponges and coelenterates, to animals with primitive organs, to the vertebrates	Since bacteria are examples of protista, have the student research the different forms of bacteria and draw them.	(SD = R, S, L, W)	Modern Biology, Holt Rinehart & Winston, pp. 166, 170, 186, 416, RL:10
	Have the student prepare his own bacteria growth medium as a mixture of sugar, water, gelatin, and a beef cube.	(SD = DM)	Systems 3 Science, Follett, pp. 138-141, RL:7-8
	After the student has grown some bacteria culture, have him examine it under a microscope. and draw what he observes.	(SD = S, L, W)	General Education Series - Book 3: Science, Steck-Vaughn, pp. 16-18, RL:7-8
	Have the student research the classification system used for the animal kingdom and report on how it is organized.	(SD = R, S)	
	Have the student research the specialized systems of vertebrate bodies and list and explain in writing those systems such as integumentary system, muscular system, skeletal system, digestive system, respiratory system, circulatory system, excretory system, endocrine system, nervous system, and reproductive system.	(SD = R, W)	

INSTRUCTIONAL OBJECTIVE II: To learn selected basic concepts in Earth Science

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To recognize that all metals as well as many important nonmetals are obtained from minerals in the rocks of the earth	Have the student visit a public library and make a list of the most important native minerals such as: 1. gold 2. copper 3. silver 4. platinum 5. sulfur 6. graphite (carbon) 7. diamond (carbon)	(SD = R, IR, DM)	Earth Science, The World We Live In, D. Van Nostrand, pp. 28-29, RL:8 Systems 3 Science, Follett, pp. 83-86, RL:7-8 The Earth and Beyond, Steck-Vaughn, pp. 56-66, RL:3-4 Exploring Our World, Steck-Vaughn, pp. 111-113, RL:6 General Education Series - Book 3: Science, Steck-Vaughn, p. 59, RL:7-8
	Ask the student to research minerals to determine those important metals (magnesium and molybdenum) in which the United States is totally self-sufficient.	(SD = R, DM)	
	Have the student investigate and determine that ore is a name given to rock that contains a sufficient quantity of mineral to make separation worthwhile.	(SD = R, DM)	
	Have the student go on a field trip to a nearby river, lake or swamp to look for minerals that have been deposited there by moving water.	Arrange a field trip for the student to a nearby river, lake, or swamp to hunt for minerals such as quartz, feldspar, calcite, or dolomite that have been deposited there by moving water. (SD = S, L)	

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
B. To discuss weather reports, weather symbols, and deal with hazards caused by weather	Have the student bring a newspaper weather map to class and discuss it with her.	(SD = R, S, L, IR)	Earth Science, The World We Live In, D. Van Nostrand, pp. 526-527, RL:8
	Ask the student to list the advantages and disadvantages of different seasons.	(SD = W, DM)	Systems 3 Science, Follett, pp. 109-110, RL:7-8
	Have the student report on protective measures to be taken in the event of natural disasters or extreme temperatures.	(SD = S, L, DM)	Basic Science for Living, Book 1, Revised, Steck-Vaughn, pp. 38-47, RL:7
	Have the student go on a field trip to a civil defense office and to a weather station.	Plan the field trip (SD = S, L, IR)	The Earth and Beyond, Steck-Vaughn, pp. 18-36, RL:3-4
	Have the student identify and describe the symbols used for severe weather, and the symbols used on a surface weather map.	(SD = R, DM)	You Find Out, Third Edition, Steck-Vaughn, pp. 77-86, RL:3
	Have the student identify and discuss the practical precautions to be taken during a tornado alert.	(SD = S, L, DM, IR)	General Education Series - Book 3: Science, Steck-Vaughn, pp. 64-66, RL:7-8

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To recognize that the solar system consists of the sun and the bodies that revolve around it. Also, to recognize that these bodies, ranging in type from planets to dust particles, are under the influence of the sun's gravitational attraction and receive the sun's reflected light	Have the student draw a diagram of the solar system and label the sun and the nine major planets.	(SD = R, W)	Earth Science, The World We Live In, D. Van Nostrand, pp. 126-127, RL:8
	Ask the student to research the solar system and report on the fact that more than 99% of the mass of the solar system is the sun while the remaining 1% consists of all of the other bodies combined.	(SD = R, S, L, DM)	Systems 3 Science, Follett, pp. 113-116, 120-125, RL:7-8 Basic Science for Living, Book 1, Revised, Steck-Vaughn, pp. 14-15, RL:7
	Have the student list the planets known as the giant planets (Jupiter, Saturn, Uranus, and Neptune) and give the characteristics of these planets.	(SD = R, W)	You Find Out, Third Edition, Steck-Vaughn, pp. 50-71, RL:3 The World About You, Third Edition, Steck-Vaughn, pp. 71-90, RL:4
	Ask the student to research the earth's movement around the sun and determine the significance of the vernal equinox, summer solstice, autumnal equinox, and the winter solstice.	(SD = R, DM)	General Education Series - Book 3: Science, Steck-Vaughn, pp. 48-50, RL:7-8

INSTRUCTIONAL OBJECTIVE III: To learn selected basic concepts in chemistry

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To describe the main type of impurities in natural waters such as inorganic insoluble matter, soluble inorganic solids, organic matter, insoluble organic material, and soluble organic waste	Have the student allow inorganic insoluble matter to settle to the bottom of a basin. Then the collected sediment can be drawn off. Next, the water can be filtered for further purification.	Make an inorganic insoluble matter such as clay or mud available. (SD = S, L, DM)	Chemistry Basic Concepts and Contemporary Applications, Wadsworth pp. 171-175, RL:12
	Have the student distill an inorganic solid to remove soluble impurities.	Make available some inorganic solids like common salt (NaCl), sulfates, bicarbonates, calcium chloride, and sometimes iron. (SD = S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 80-82, RL:8
	Have the student allow organic matter to settle to the bottom of a basin. Next, have her remove the sediment and boil the remaining liquid to kill some microorganisms. Then add Chloramine T tablets and Halazone tablets to the water to kill most of the remaining microorganisms.	Have available some organic matter--living and dead--such as algae and sewage. (SD = S, L, DM)	
	Have the student remove insoluble organic material by allowing it to settle to the bottom of a basin. Next, have her distill (evaporate and condense) the liquid to kill many of the microorganisms.	Have available insoluble organic material such as garbage, sewage, and industrial waste. (SD = S, L, DM)	
	Have the student pass soluble organic waste through a filter of activated charcoal, which filters out most of the organic contaminates. Next, the clean water can be distilled and then chlorinated to obtain purified water.	Have available soluble organic waste such as detergents and products from chemical plants. (SD = S, L, DM)	

INSTRUCTIONAL OBJECTIVE III: Chemistry, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
B. To explain the types of solutions related to physical states. In most cases the solvent is a liquid, but it may also be a gas or a solid	Have the student write a definition of these terms: a. solution b. solute c. solvent d. colloid e. suspension f. miscible g. coalesce h. solubility i. aqueous	(SD = R, W)	Chemistry Basic Concepts and Contemporary Applications, Wadsworth, pp. 144-145, RL:12
	Have the student become familiar with various kinds of liquid solvents in labeled bottles. Then have him identify them by smell, color, and feel from unlabeled bottles.	Fill empty medicine bottles with various kinds of liquid solvents, label for student identification, then remove labels. (SD = S, L, DM)	
	Have students bring pieces of cloth for spot removal demonstrations.	(SD = S, L, DM)	
C. To discuss why many chemical reactions can be called combustion or burning, but the reactions involving oxygen are the most common and the most important	Have the student observe that rapid oxidation takes place when fine steel wool is burned.	Demonstrate rapid oxidation by burning fine steel wool. (SD = S, L, DM)	Chemistry Basic Concepts and Contemporary Applications, Wadsworth, pp. 116-120, RL:12
	Have the student observe that slow oxidation called rust takes place whenever unpainted iron is left outside in the weather.	(SD = S, L, DM)	Exploring Our World, Steck-Vaughn, p. 108, RL:6
	Have the student collect some old bottles or pieces of old broken window panes to show that glass oxidizes.	(SD = S, L, DM)	

INSTRUCTIONAL OBJECTIVE III: Chemistry, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student collect old pieces of rubber to show that cracks in the rubber are caused by slow oxidation.	(SD = S, L, DM)	

INSTRUCTIONAL OBJECTIVE IV: To learn selected basic concepts in physics

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To describe the average speed of an object	Have the student make a graph of the dependent variable, distance, and the independent variable, time, to show that the graph of average speed is a straight line.	(SD = R, W, S, L, M, DM)	The Project Physics Course, Holt, Rinehart & Winston, pp 15-21, RL:10 General Education Series - Book 3: Science, Steck-Vaughn, p. 91, RL:7-8
	Using the distance from the student's home and the time it takes him to come to school, have him find the average speed of his automobile.	(SD = M)	
	Measuring the length of the hallway and the time it takes to walk that distance, have the student compute his average speed.	(SD = M)	
B. To discuss the difference between mass and weight	Using a balance, have the student find the mass and weight of a specific object in the classroom, then ask her what mass and weight the same object would have in a space capsule or on the moon.	(SD = S, L, M, DM)	The Project Physics Course, Holt, Rinehart & Winston, pp. 80, 84-85, RL:10
	Using an encyclopedia or a physics book, have the student compare her weight on earth with her weight on the moon.	(SD = R, M, DM)	
C. To interpret Ernest Rutherford's nuclear model of the atom	Have the student draw and discuss models of the hydrogen atom and the helium atom.	(SD = R, W)	The Project Physics Course, Holt, Rinehart & Winston, pp. 59-74, RL:10

INSTRUCTIONAL OBJECTIVE IV: Physics, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Using an encyclopedia or a physics book, have the student read and report on some of Ernest Rutherford's experiments.	(SD = R, S, L)	Systems 3 Science, Follett, pp. 50, 71-76, RL·7-8
	Using a physics book, have the student report on Niels Bohr's model of the atom.	(SD = R, S, L)	Basic Science for Living, Book 2, Revised, Steck-Vaughn, pp. 78-79, RL:7
	Using a physics book, have the student report on the modern model of the hydrogen atom.	(SD = R, S, L)	General Education Series - Book 3: Science, Steck-Vaughn, p. 71, RL:7-8

INSTRUCTIONAL OBJECTIVE V: To learn selected basic concepts in computer science

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To enhance the student's computer experience by knowing what is meant by the terms "hardware" and "software"	Have the student list and describe the function of several pieces of microcomputer hardware.	This list could include the following: a. Central processing unit (microprocessor chip is inside to do the work and remember it) b. Keyboard (used to type in data or commands) c. Monitor or television set (shows what is happening) d. Printer (gives a paper record of the work) e. Disk drive (fast and convenient storage) f. Tape recorder (cheap storage, but slow and risky) (SD = R, S, L, DM)	Consumer Reports Magazine, September 1983, pp. 463, 468-470, RL:10 Consumer Reports Magazine, October 1983, pp. 531-551, RL:10 Be a Computer Literate, Creative Computing Press, pp. 14, 15, 23, 24, 26, 27, RL:10 Computers in Society, McGraw-Hill, pp. 48-73, 573-590, RL:12+ Microcomputer Software and Accessories, Educational Systems Consultants, pp. 3-7, 61-62, RL:9
	Have the student list and briefly describe the function of several pieces of microcomputer software.	This list could include the following: a. Instruction manuals (sometimes called documentation) b. Individualized science and math programs c. Programs for teaching a microcomputer language (usually BASIC) d. Programs for games (PACMAN, DONKY KONG, etc.) e. Graphics (display tables, graphs, and objects) (SD = R, W, S, L)	
	Have the student observe a keyboard, a monitor, and a printer in action.	Have a microcomputer available. (SD = S, L)	A microcomputer or a film

INSTRUCTIONAL OBJECTIVE V: Computer science, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student observe a disk drive, a tape recorder, and a modem in action.	(SD = S, L)	A microcomputer or a film
	Have the student observe a science program being run on a computer.	(SD = S, L, DM)	A microcomputer
	Have the student play games and try to do some graphics on a computer.	(SD = S, L, DM)	
B. To explain and discuss microcomputers by using computer-speak terms	Have the student make a glossary of computer-speak terms.	(SD = R, W)	*Consumer Reports Magazine*, September 1983, pp. 486-487. A microcomputer manual, RL:10
	Have the student read a microcomputer manual and report on it.	(SD = R)	*Be a Computer Literate*, Creative Computing Press, p. 59, RL:10
	Have the student ask for information at a specialized microcomputer store.	(SD = IR)	*Introduction to TRS-80 Level II Basic and Computer Programming*, Prentice-Hall, pp. 162-170, RL:9-11
	Have the student try out a computer in a store or a public library.	(SD = S, L, IR)	
	Have the student check to see what software is available for a particular brand of microcomputer.	(SD = IR)	
C. To determine some of the practical uses of microcomputers	Have the student observe: a. how microcomputers are used to solve arithmetic problems. Then have him work with	(SD = S, L, M)	*Consumer Reports Magazine*, October 1983, pp. 547-551, RL:10

INSTRUCTIONAL OBJECTIVE V: Computer science, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	the computer to solve arithmetic problems,		Computers in Society, McGraw-Hill, pp. 425-426, RL:12+
	b. a business spreadsheet, if one is available,	(SD = S, L, M)	
	c. a word processing example, if one is available,	(SD = S, L, W)	Be a Computer Literate, Creative Computing Press, pp. 46-58, RL:10
	d. an example of graphics done by a computer.	(SD = S, L)	
	Have the student discuss with the teacher how people use microcomputers in their homes.	Demonstrate the following to the student: a. how microcomputers are used to solve arithmetic problems b. how to interpret a business spreadsheet c. word processing d. graphics done on a computer Also discuss how people use microcomputers in their homes. (SD = S, L, IR)	Microcomputer Software and Accessories, (catalog) Educational Systems Consultants, pp. 46-51, RL:9
D. To compare some of the advantages and disadvantages of a microcomputer	Have the student observe: a. the speed with which a math problem can be solved. Then have her solve some,	(SD = S, L, M, DM)	Consumer Reports Magazine, September 1983, pp. 464-467, RL:10
	b. how data can be stored on diskettes or tapes,	(SD = S, L)	Consumer Reports Magazine, October 1983, pp. 540-547, RL:10
	c. how quickly stored data can be recalled,	(SD = S, L)	
	d. that if data is not stored on a disk or a tape, it will be lost if the microcomputer switch is turned off.	(SD = S, L)	Be a Computer Literate, Creative Computing Press, pp. 7-9, RL:10
	Have the student discuss: a. the cost of some partial systems and some complete microcomputer systems,	(SD = S, L)	

INSTRUCTIONAL OBJECTIVE V: Computer science, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	b. the "read only memory" process, ROM,	(SD = S, L)	
	c. the "random access memory" process, RAM,	(SD = S, L)	
	d. how learning a computer language such as BASIC is not necessary to be able to use a microcomputer.		
	Have the student use a self-teaching operator's manual.	(SD = R, S, L)	Self-teaching operator's manual.

HEALTH

The major objectives of the study of health should be the knowledge of the factors that affects one's health and the responsibility of improvement and maintenance of good health practices.

New information about health is becoming available daily. Therefore, teachers and students should be constantly alert for the developments and discoveries that affect the health of the individual.

Extensive resources abound in all communities. A resourceful teacher will identify and utilize these resources and correlate them with the students' needs. Of the many resources available, it was found that junior high and high school texts were most comprehensive. A few well-chosen current texts would be well worth the money to have as references in the learning center or classroom. The public library, health department, American Red Cross, Heart Association, etc., are excellent resources within most communities.

The following chronological list specifies each of the Instructional Objectives tnat are included in this section on Health:

I. To learn about systems of the body and how they work
II. To learn about human growth and development
III. To learn about personal health care
IV. To learn about nutrition and food preparation
V. To learn about disease
VI. To learn about serious illnesses
VII. To learn about safety and first aid practices
VIII. To learn about mental health
IX. To learn about behavior modifiers (drugs)
X. To learn about consumer health
XI. To learn about community health

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INSTRUC NAL OBJECTIVE I: To learn about systems of th ody and how they work

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To describe how the systems of the body work	Have the student a) have his blood pressure taken, b) describe the meaning of systolic and diastolic readings, and c) compare his blood pressure to what is normal for a person of his age and weight.	(SD = S, L, DM, IR)	Health Department, Personal Doctor Focusing on Health, Steck-Vaughn, pp. 270-271, RL:6 Your Health & Safety, Harcourt Brace Jovanovich, p. 323, RL:8
	Have the student listen to a nurse discuss blood pressure and check student's blood pressure.	Arrange for visit by nurse. (SD = IR)	Health Department Red Cross
	Have the student a) discuss orally or in written form the importance of the autonomic nervous system, b) list at least five vital organs that are controlled by the autonomic nervous system.	(SD = S, L, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 213-214, RL:8 Your Health & Safety, Harcourt Brace Jovanovich pp. 207-210, RL:8 General Education Series-Book 3: Science, Steck-Vaughn, pp. 43-47, RL:7-8
	Have the student a) locate the endrocrine glands of the body (pineal, pituitary, thyroid, parathyroid, thymus, adrenal, pancreas, testes, ovaries) on a chart and b) list the functions of each.	(SD = R, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 215-223, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 402-413, RL:8

INSTRUCTIONAL OBJECTIVE I: Systems of the body, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student a) describe the respiration process and b) discuss the importance of oxygen intake and the elimination of waste CO_2 from the cells.	(SD = R, S, L, DM)	Basic Science for Living-Book 1, Steck-Vaughn, pp. 76-77, RL:7 Healthful Living for Today and Tomorrow-Laidlaw, pp. 194-198, RL:8 Systems 3 Science, Follett, pp. 154-155, RL:7-8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 267-276, RL:8
	Have the student trace the food through the digestive system naming each of the areas of digestion (ex: the mouth where food mixes with saliva, is ground by the teeth, etc.)	(SD = R, S, L or W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 135-141, RL:8 Basic Science for Living-Book 1, Revised, Steck-Vaughn, pp. 74-75, RL:7 GED How to Prepare for the High School Equivalency Exam, Test 3, Contemporary, pp. 65-68, RL:7-8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 243-250, RL:8
	Have the student trace the route of the blood through the heart on a diagram.	(SD = R, DM)	Exploring Our World, Steck-Vaughn, pp. 127-128, RL:6 Basic Science for Living, Book 1, Steck-Vaughn, pp. 72-73, RL

INSTRU NAL OBJECTIVE I: Systems of the body, cont'd

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			General Education Series-Book 3: Science, Steck-Vaughn, pp. 44-46, RL:7-8 Your Health & Safety, Harcourt Brace Jovanovich, p. 314, RL:8
	Have the student discuss how the nervous system helps the body protect itself	(SD = R, S, L, DM)	
	Have the student describe the function of the lymphatic system.	(SD = R, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 147-149, RL:8
B. To describe what factors adversely affect the systems of the body	Have the student list known allergies of self and friends.	(SD = W, IR)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 326-349, RL:8
	Have the student read information about allergies and match vocabulary words with statements. (ex: allergen--a substance capable of producing an allergy)	(SD = R, DM)	Your Health & Safety, Harcourt Brace Jovanovich, p. 70, RL:8
	Have the student a) list milk substitutes available for newborns and b) list over-the-counter medications available for allergies such as hay fever and poison ivy.	(SD = W, DM, IR)	Grocery store & Drugstore

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student discuss methods of protecting each of the senses. (ex: safety glasses for the eyes)	(SD = S, L, DM, IR)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 302-324, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, p. 304-308, 313-317, RL:8
	Have the student examine a diagram of the ear and the eye and explain how one see objects and hears sounds.	(SD = R, S, L, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 304-308, 313-317, RL:8 Health and You - Book 1, Steck-Vaughn, pp. 18-28, RL:2-3 General Education Series-Book 3: Science, Steck-Vaughn, pp. 40-42, RL:7-8 Basic Science for Living, Book 1, Revised, Steck-Vaughn, pp. 78-81, RL:7
	Have the student examine concave and convex lenses and explain which is used for specific eye problems.	Since such a great percentage of people must wear glasses, illustrate myopia and hyperopia by using photographs where objects in the foreground are in focus and contrast them to photographs where objects in the background are in focus. (SD = S, L, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 308-310, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 185-190, RL:8

INSTRUC NAL OBJECTIVE II: To learn about human grow d development

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To describe the stages of human growth and development and the social, emotional, and physical factors influencing the various stages	Have the student list at least five health problems related or believed related to heredity. (ex: hemophilia, allergies, etc.)	(SD = R, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, p. 40, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 384-385, RL:8
	Have the student list ten physical characteristics that are hereditary.	(SD = R, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 44-50, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 379-382, RL:8
	Have the student describe some of the specific ideas upon which Mendel's work concerning heredity is based. (ex: brown eyes, height, etc.)	(SD = R, S, L or W)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 32-35, RL:8
	Have the student research and describe mitosis and meiosis and illustrate by diagram how meiosis allows for differences in individuals.	(SD = R, W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 35-38, RL:8 Your Health & Safety, Harcourt Brace Jovanovich, pp. 375-378, RL:8
	Have the student list at least four methods of birth control with effectiveness, side effects, and costs of each.	(SD = W, M, IR)	Project CLASS II: Family Planning, Clovis, RL:5-8 Planned Parenthood Drug Store Family Planning (Follett), Cambridge, RL:4-6

INSTRUCTIONAL OBJECTIVE II: Human growth and development, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	a. Have the student read about the physical and psychological effects of pregnancy on a woman and her family. b. Have the student list the various places or people to contact for information regarding prenatal care, delivery, and postpartum care. c. Have the student write a short description of the effects each of the following may have on an unborn fetus. 1. alcoholic beverages 2. smoking 3. medicines		
	Have the student read material and chart the major developmental characteristics in a child from infancy to two years old.	(SD = R, W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 390-391, RL:8 Having a Baby, New Readers Press, RL:3-4 Child Care (Follett), Cambridge, RL: 3-5 Caring For A Child, New Readers Press, RL: 3-4 Health and You, Book 2, Steck-Vaughn, pp. 90-95, RL: 3-4
	Have the student describe some of the problems associated with adolescence (physical and emotional).	(SD = S, L, DM, IR)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 391-392, 479-487, RL:8 Your Family, Steck-Vaughn, pp. 57-59, RL: 4

INSTRUCTIONAL OBJECTIVE II: Human growth and development, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student list and discuss signs of aging experienced in middle age and the ways people cope with these aging experience.	(SD = S, L, W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, p. 393, RL: 8 Getting Medical Assistance (Follett), Cambridge, pp. 41-45, RL:2-3
	Have the student research and discuss some of the emotional and physical problems associated with older age.	(SD = R, S, L, or W, DM)	Your Health & Safety Harcourt Brace Jovanovich, p. 393, RL:8 Your Family, Steck-Vaughn, pp. 64-67, RL:4 Project CLASS II: Aging, Clovis, RL:5-8

INSTRUCTIONAL OBJECTIVE III: To learn about personal health care

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To demonstrate or describe the importance of personal care of the body	Have the student discuss healthful and socially accepted bathing habits.	(SD = S, L, IR)	Your Health & Safety, Harcourt Brace Jovanovich p. 149, RL:8 Looking Good, Janus, RL:4-5 Basic Health, Frank E. Richards, pp. 1-13, RL:3-4 Help Yourself to Health, New Readers Press, pp. 27-34, RL:3-4
	Have the student participate in a discussion on the importance of proper dental care conducted by a dental technician or dentist.	Arrange for outside speaker. (SD = S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 160-164, RL:8 Life School: Health, Pitman, pp. 559-600, RL:1-4
	Have the student participate in a discussion on the importance of personal appearance to the individual's well being and work related activities, conducted by a guest speaker.	(SD = S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 145-160, RL:8 Looking Good, Janus, RL:4-5
	Have the student develop an exercise program for herself that is realistic to her health conditions and social responsibilities.	(SD = W, DM, IR)	Systems 3 Science, Follett, pp. 160-162, RL:7-8 A Doctor's Guide to Home Medical Care, Contemporary, pp. 205-222, RL:9-12 Keeping Fit, Janus, RL:4-5

INSTRUC NAL OBJECTIVE III: Personal health care, cont'd

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Help Yourself to Health, New Readers Press, pp. 15-17, RL:3-4 Your Health & Safety, Harcourt Brace Jovanovich, pp. 99-106, RL:8
	Have the student discuss the importance of sleep and relaxation to a person's physical and mental well-being.	(SD = S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 217-224, RL:8 Basic Health, Frank E. Richards, pp. 44-49, RL:3-4
	Have the student discuss the need for and methods of protection against environmental extremes (heat and cold) especially for the very young and the aged.	(SD = S, L, DM)	

INSTRUCTIONAL OBJECTIVE IV: To learn about nutrition and food preparation

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To discuss the importance of proper food selection and storage	Have the student list two advantages and two disadvantages of each of the following methods of food storage: refrigeration, freezing, drying, and canning.	(SD = W, DM)	Texas A&M University (TAMU) Extension Service U.S. Dept. of Agriculture
	Have the student list the most effective and safe methods of controlling insects when storing dry foods.	(SD = W, DM)	Texas A&M University Extension Service U.S. Dept. of Agriculture
B. To plan for proper nutrition and adjust for necessary dietary alternatives	Have the student list USDA recommended requirements for a balanced diet. Define serving sizes in the recommendations.	(SD = R, W)	Your Health & Safety, Harcourt Brace Jovanovich pp. 57-69, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, p. 433, RL:8 Eating Right, Janus, RL:4-5 Health and You, Book 1, Steck-Vaughn, pp. 81-87, RL:2-3 Life School: Health, Pitman, pp. 70-71, RL:1-4
	Have the student plan two daily menus meeting the USDA requirements.	(SD = W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 432-433, RL:8
	Have the student list the size of servings and number of total calories for one of the daily menus.	(SD = W, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 534-539, RL:8

INSTRU[illegible]ONAL OBJECTIVE IV: Nutrition and food prepara[illegible] cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student make a chart showing why the body needs each of the essential vitamins and minerals.	(SD = R, W, DM)	*Basic Science for Living, Book I, Revised*, Steck-Vaughn, pp. 82-85, RL:7 *The World About You, Third Edition*, Steck-Vaughn, pp. 91-100, RL:4
	Have the student listen to a guest speaker from USDA or the Health Department on the topic of nutrition.	Arrange for a speaker (SD = S, L)	TAMU Extension Service U.S. Dept. of Agriculture *Project CLASS: Healthy Snacks*, Ciovis, RL:4

INSTRUCTIONAL OBJECTIVE V: To learn about disease

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify the organisms that cause diseases	Have the student use resource material to list infectious diseases caused by each of the following organisms: a. bacteria (strep, TB, gonorrhea, syphilis, tetanus, food poisoning) b. viruses (measles, chicken pox, colds, mumps, influenza, infectious mononucleosis, rabies, smallpox, yellow fever, polio) c. fungi (ringworm, athlete's foot, certain lung and ear diseases) d. protozoa (malaria, and one kind of dysentery) e. parasites (roundworms, pinworms, tapeworms) f. rickettsiae (spread by insects and ticks--plague, typhus, Rocky Mt. spotted fever)	(SD = R, W)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 282-287, 511-525, RL:8 Healthful Living For Today and Tomorrow, Laidlaw, pp. 376-384, 392-397, RL:8 Basic Health, Frank E. Richards, pp. 65-69, RL:3-4 Health and You - Book 2, Steck-Vaughn, pp. 40-43, RL:3-4
	Have the student make a chart describing methods of transmission and possible harmful effects of at least five of the above diseases (not all from the same category)	(SD = R, W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 512-525, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, pp. 385-390, RL:8
B. To identify the body's defenses against disease	Have the student describe the body's defenses against diseases.	(SD = R, S, L or W)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 522-539, RL:8

INSTRUCTIONAL OBJECTIVE V: Disease, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To identify health practices effective in prevention of diseases	Have the student contact the local health department to determine which diseases can be controlled by vaccination or other preventive measures.	(SD = DM, IR)	Health Department Project CLASS: How to Stay Healthy, Clovis, RL:4 Healthful Living for Today and Tomorrow, Laidlaw, p. 391, RL:8 Health and You, Book 2, Steck-Vaughn, pp. 44-49, RL:3-4 You Find Out, Third Edition, Steck-Vaughn, pp. 93-97, RL:3
	Have the student find out which immunizations are required for entrance in local schools.	(SD = IR)	Health Department School

INSTRUCTIONAL OBJECTIVE VII: To learn about safety and first aid practices

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify standard safety precautions	Have the student discuss and list at least three water safety practices.	(SD = S, L, R, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 175-179, RL:8
	Have the student list at least three precautions to be taken around electricity.	(SD = R, IR)	An electrician First Aid Book Life School: Health, Pitman, pp. 314-316, RL:1-4
	Have the student write and give reasons why specific precautions are found on at least three household products.	(SD = W, DM)	Labels on household products Life School: Health, Pitman, pp. 317-322, RL:1-4
	Have the student discuss why it is dangerous to mix household cleaners.	(SD = S, L, DM)	Labels on household products
	Have the student listen to a speaker from the fire department discuss fire safety.	Arrange for a visit from fire department personnel (SD = S, L, DM, IR)	Fire Department Life School: Health, Pitman, pp. 323-378, RL:1-4
	Have the student look up a prescription medication in the Physician's Desk Reference and report on the findings.	(SD = R, S, L, W, DM)	Public Library or Physicians Desk Reference, Medical Economics Co., RL:12+
	Have the student write a safe and practical schedule for taking a medication.	(SD = W, DM)	Life School: Health, Pitman, pp. 126-131, RL:1-4 Project CLASS II: Buying and Using Medicine, Clovis, RL:5-8

INSTRUCTIONAL OBJECTIVE VI: Serious illnesses, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student list contributing factors to heart disease and different kinds of treatment.	(SD = R, W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 574-581, RL:8
	Have the student read and report on pamphlets on serious health conditions such as cancer, heart disease, diabetes, epilepsy, or other chronic illnesses.	(SD = R, S, L or W, DM)	Health Department

INSTRUCTIONAL OBJECTIVE VII: To learn about safety and first aid practices

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify standard safety precautions	Have the student discuss and list at least three water safety practices.	(SD = S, L, R, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 175-179, RL:8
	Have the student list at least three precautions to be taken around electricity.	(SD = R, IR)	An electrician First Aid Book Life School: Health, Pitman, pp. 314-316, RL:1-4
	Have the student write and give reasons why specific precautions are found on at least three household products.	(SD = W, DM)	Labels on household products Life School: Health, Pitman, pp. 317-322, RL:1-4
	Have the student discuss why it is dangerous to mix household cleaners.	(SD = S, L, DM)	Labels on household products
	Have the student listen to a speaker from the fire department discuss fire safety.	Arrange for a visit from fire department personnel (SD = S, L, DM, IR)	Fire Department Life School: Health, Pitman, pp. 323-378, RL:1-4
	Have the student look up a prescription medication in the Physician's Desk Reference and report on the findings.	(SD = R, S, L, W, DM)	Public Library or Physicians Desk Reference, Medical Economics Co., RL:12+
	Have the student write a safe and practical schedule for taking a medication.	(SD = W, DM)	Life School: Health, Pitman, pp. 126-131, RL:1-4 Project CLASS II: Buying and Using Medicine, Clovis, RL:5-8

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student list the phone numbers and addresses of emergency resources--ambulance, hospital, clinic, poison control center, police, fire department.	(SD = R, W, DM)	Local Phone Book Getting Medical Assistance (Follett), Cambridge, pp. 19-30, RL:2-3
	Have the student describe and trace on a map the route to the nearest emergency facility.	(SD = R, W, DM)	City Map
	Have the student discuss what the term "defensive driving" means.	(SD = S)	Driver's Handbook, Department of Public Safety
	Have the student list or discuss three safety precautions for each of the following types of persons: a) motorists (e.g. cars, motorcycles, etc.), b) pedestrians, and c) bicyclists.	(SD = S or W, DM)	
B. To discuss or demonstrate basic first aid measures	Have the student list what first aid measures should be taken in each of the following circumstances: a. burns (1st, 2nd, 3rd degree) b. bleeding c. shock d. broken bones e. high fever f. convulsions/seizures	(SD = R, W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 323-325, 353-356, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, pp. 540-549, RL:8

INSTRUCTIONAL OBJECTIVE VII: Safety and first aid practices, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	g. heat stroke/sun stroke h. hypothermia i. heart attack j. choking k. drowning l. poisoning*	*Be sure the student understands that the treatment for poisoning (i.e., whether or not to induce vomiting, etc.) depends upon the type of poison ingested. Give examples of different types of poisons and the proper first aid measures for each.	First Aid, American Red Cross, RL:10 Can You Give First Aid?, New Readers Press, RL:3 Help! First Steps To First Aid, Janus, RL:4-5 Everyday First Aid Skills, Frank E. Richards, RL:4-5 Health and You-Book 2, Steck-Vaughn, pp. 14-39, RL:3-4 Life School: Health, Pitman, pp. 379-398, RL:1-4

INSTRUCTIONAL OBJECTIVE VIII: To learn about mental health

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify the factors contributing to good mental health	Have student list and discuss factors that contribute to a healthy self-concept.	(SD = R, W, S, L, DM)	Basic Science for Living, Book 1, Steck-Vaughn, p. 92, RL:7 Healthful Living for Today and Tomorrow, Laidlaw, pp. 63-71, 74, RL:8
	Have the student discuss how emotions and values make each individual a very unique person.	(SD = R, S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 477-478, RL:8
B. To identify ways of managing personal problems that might affect the individual	Have the student describe methods available for dealing with stress.	(SD = R, S, L, DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 62-63, RL:8
	Have the student state ways in which setting attainable goals and seeking help when needed are important in managing problems.	(SD = R & DM)	Healthful Living for Today and Tomorrow, Laidlaw, pp. 72-73, 79-84, 86-92, RL:8
	Have the student list continuing education classes available for recreation, improving skills, or merely stretching the mind.	(SD = R, W, DM)	Local College Basic Science for Living, Book 1, Steck-Vaughn, pp. 94-95, RL:7
	Have the students explain how one breaks a bad habit and give resources available for help. (Ex: evaluation of effects of smoking--lung cancer, cost, etc. and the aids on the market such as self-help groups, seminars, Bantron, etc.)	(SD = R, S, L, IR)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 440-459, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, pp. 60-62, RL:8 Exploring Our World, Steck-Vaughn, pp. 131-132, RL:6

INSTRUCTIONAL OBJECTIVE IX: To learn about behavior modifiers (drugs)

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify behavior modifiers (drugs and medicines), the reasons for their use and the effects they have	Have the student describe what happens to alcohol once it has entered the body and then describe the effect the alcohol has on the body.	(SD = R, W or S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 590-597, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, pp. 462-473, RL:8 Health and You, Book 2, Steck-Vaughn, pp. 67-72, RL:3-4
	Have the student explain what happens to tobacco smoke in the body and the effects it has on the body.	(SD = R, S, L or W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 597-601, RL:8 Health and You, Book 2, Steck-Vaughn, pp. 61-66, RL:3-4 Healthful Living for Today and Tomorrow, Laidlaw, pp. 483-498, RL:8
	Have the student read material about some ways that drugs are abused (legally and illegally) and discuss the harmful effects they can cause.	(SD = R, S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 606-621, RL:8 Healthful Living for Today and Tomorrow, Laidlaw, pp. 511-529, RL:8 Drugs: Facts for Decisions, New Readers Press, RL:4-5 Health and You, Book 2, Steck-Vaughn, pp. 73-81, RL:3-4 Systems 3 Scie[illegible] Follett, pp. 16[illegible]6, RL:7-8

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student state some pros and cons concerning the use of diet aids to help people lose weight.	(SD = S, L, DM)	
	Have the student explain how depressants, stimulants, and hallucinogens differ from one another.	(SD = R, S, L, DM)	Systems 3 Science, Follett, pp. 164-165, RL:7-8 Basic Science For Living, Book 1, Revised, Steck-Vaughn, pp. 90-91, RL:7 Your Health & Safety, Harcourt Brace Jovanovich, pp. 611-621, RL:8
	Have the student explain why it is important to keep in close contact with the doctor when taking medication.	(SD = S, L, DM)	
B. To identify the alternatives to drug dependence and the remedies available	Have the student analyze the importance of physical dependence in the case of needed medication vs. psychological dependence. (ex: heart medication, insulin vs. nose drops, tranquilizers, etc.)	(SD = R, S, L, DM)	
	Have the student list places where a person with drug dependence can obtain help.	(SD = W, DM, IR)	
	Have the student discuss what self-help is available for a person who is dependent on medication that is not life-supporting. (ex: diet, rest, exercise)	(SD = S, L, DM, IR)	

INSTRUCTIONAL OBJECTIVE X: To learn about consumer health

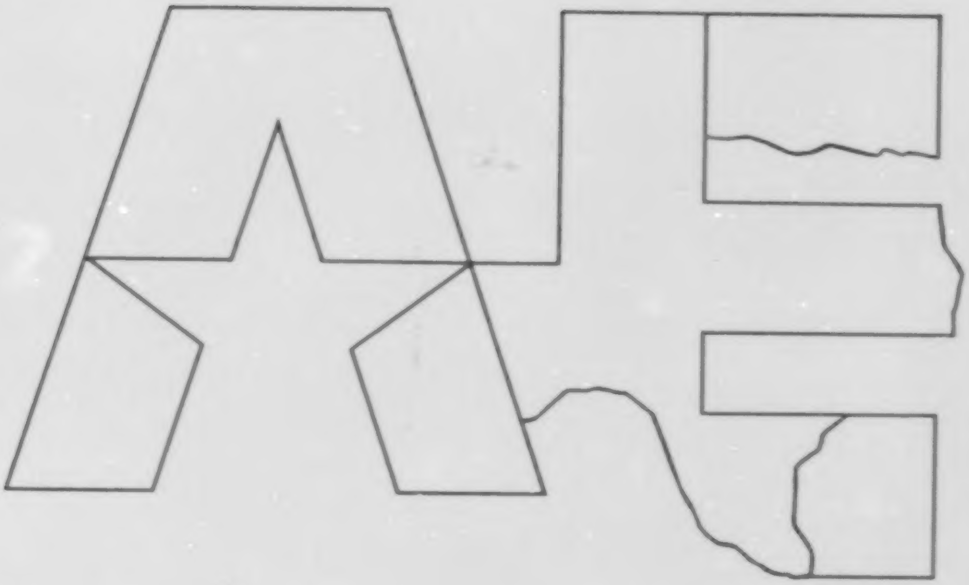
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To evaluate consumer health products and services	Have the student bring in and discuss advertised health products that have questionable value. (ex: hair regrowth lotions, breast developers, etc.)	(SD = R, S, L, DM)	*Your Health & Safety*, Harcourt Brace Jovanovich, pp. 70-72, RL:8
	Have the student describe why crash diets are not usually good ways of losing weight.	(SD = S, L, DM)	
	Have the student explain why clothing fads are not always practical for good health. (ex: spike heels, flammable decals on T-shirts, etc.)	(SD = S, L, DM)	
	Have the student go to the drugstore and list the available remedies for a cold--compare ingredients and prices.	(SD = W, DM, IR)	
	Have the student inquire about at least two types of health insurance coverage and the costs of these coverages.	(SD = M, DM, IR)	
	Have the student comparison shop two hospitals to determine daily room rate, doctors standard operation price for specific operation such as appendectomy, and emergency room charges.	(SD = M, IR)	

INSTRUCTIONAL OBJECTIVE XI: To learn about community health

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify community health problems and determine solutions available to solve these problems	Have the student explain how foods may be contaminated in growing, processing, or storage (fumigants, botulism, etc.).	(SD = R, S, L or W, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 77-80, RL:8 Health and You, Book 2, Steck-Vaughn, pp. 96-103, RL:3-4
	Have the student explain the irritants in air pollution that may affect a person's health or property.	(SD = R, S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 85-89, RL:8
	Have the student discuss precautions taken by industries to cut down noise pollution. (ex: noise protectors required at airports, acoustical tile, etc.)	(SD = R, S, L)	
	Have the student explain the process of water treatment at a sewage disposal plant.	(SD = S, L, IR)	Sewage disposal plant manager Your Health & Safety, Harcourt Brace Jovanovich, pp. 80-84, RL:8
	Have the student arrange a field trip to a water treatment plant.	(SD = S, L, DM, IR)	Sewage disposal plant manager Your Health & Safety, Harcourt Brace Jovanovich, pp. 80-84, RL:8
	Have the student discuss the value of pest control and list measures available for control of roaches, ants, rodents, fleas.	(SD = R, S, L, DM)	Your Health & Safety, Harcourt Brace Jovanovich, pp. 77-79, RL:8

INSTRUCTIONAL OBJECTIVE XI: Community health, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Discuss precautions necessary when using each of the methods of control listed.		Exploring Our World, Steck-Vaughn, pp. 17-21, RL:6
	Have the student evaluate special interest groups such as environmentalist groups, AMA, etc. and some of their recommendations.	(SD = R, DM)	



Social Studies

SOCIAL STUDIES

The Social Studies section of this Curriculum Guide was divided among four Task Force members. Their orientation to learning is different, and this is reflected in the ways they dealt with their respective learning objectives, activities, and resources. Rather than attempting to get the parts to resemble each other, it was felt that it was better to let the teacher be exposed to the eclectic perspectives and, from them, to select among the methodologies which best meet their needs and those of their students.

The first part of the Social Studies section is the least conventional in that it focuses on information processing skills rather than on content. In the Introduction to this Curriculum Guide, a matrix was shown graphically depicting the definition of adult functional competency as the application of skills to the content areas in which they are typically used. This same concept was adopted for the first part of this Social Studies section which is organized around the following seven basic social studies skills:

1. acquiring historical and social studies facts, concepts, rules, and generalizations
2. applying historical and social studies facts, concepts, rules, and generalizations
3. developing and using democratic participatory skills in a variety of human relationships
4. applying steps in the decision-making process
5. acquiring knowledge of the history, structure, and processes of the American economic system
6. applying economic knowledge to personal economic choices
7. obtaining, analyzing, and explaining information from various sources

These skills span the range of cognitive levels of development identified by researchers such as Bloom and Krathwohl. For purposes of this Guide, the term "Social Studies" includes History, Government/Political Science, Geography, Economics, and the Behavioral Sciences. The first part of the Social Studies section of this Guide suggests the application of these seven skills to the context of U.S. History and Texas History. However, the learning objectives address the skills. The guiding belief behind this skills approach is that it maximizes the use of available time. With adults as learners, skills rather than the memorization of content knowledge provide a basis for independent functioning with new as well as familiar concepts and information. Any or all of the skills can be developed using a variety of information and materials. Outlines for the content areas of U.S. and Texas History are included in the Guide as an aid to the teacher who may need guidance in organizing materials and activities for instruction. The U.S. and Texas History outlines separates the first part of the Social Studies section from the more traditionally oriented sections that follow.

The second part of the Social Studies section of this Guide will deal with geography and economics, and the third and last part of the Social Studies section will focus on government and political science.

PART 1 Goal: The student will access and manipulate social studies information such as that organized in the following outline:

I. Instructional Objective: To acquire historical and social studies facts, concepts, rules, generalizations, and perspectives

  A. The student will recognize necessary social studies terms either by sight, through conceptual meaning, or by analysis of the structure of the terms.

  B. The student will recognize and recall facts and details of given social studies material.

  C. The student will correctly order the sequence of given social studies facts, events, etc.

  D. The student will correctly identify the stated main idea.

  E. The student will correctly recognize and recall critical differences in social studies perspectives.

II. Instructional Objective: To apply historical and social studies facts, concepts, rules, generalizations, and perceptions

  A. The student will apply structural analysis and/or the use of context clues to find the meaning of unfamiliar terms necessary for social studies information processing.

  B. The student will identify the main idea of given social studies material.

  C. The student will assign items, events, etc. to categorize and/or correctly label categorized events, items, etc.

  D. The student will infer meaning of given social studies facts, concepts, rules and generalizations.

  E. The student will correctly distinguish fact from opinion of given social studies material.

  F. The student will distinguish cause from effect of given social studies facts, events, etc.

PART 2 Goal: Geography and Economics Instructional Objectives:

III. To correctly describe the interdependence of economic, political, and demographic elements with the physical features of the earth

IV. To understand and use maps effectively

V. To describe the surface of the earth and its associated physical characteristics

VI. To demonstrate an understanding of differences in economic systems

PART 3 Goal: Government and Political Science Instructional Objectives:

VII. To assist the student to become an American citizen

VIII. To learn the purposes and organization of the three branches of the Federal Government

IX. To provide students with a functional knowledge of state government

X. To provide the student with the functional knowledge of services provided by county and local governments

XI. To assist students to recognize and understand their rights and responsibilities as citizens

XII. To demonstrate an understanding of sales tax, income tax, Social Security, and property tax

INSTRUCTIONAL OBJECTIVE I: To acquire historical and social studies facts, concepts, rules, generalizations, and perspectives

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To recognize necessary social studies terms either by sight, through contextual meaning, or by analysis of the structure of the terms	Have the student recognize by sight the 500 words included in Part I of the Functional Reading Word List.	Teacher will provide sight word list. Teacher might make language master cards, flash cards, or various vocabulary games such as crossword puzzles, word concentration, bingo, etc. (SD = R, S)	"The Functional Reading Word List for Adults," Mitzel, M. Adelle Adult Education, Winter, 1966 (Available through TRENDS)
	Have the student generate word lists from radio, television, books, and newspaper coverage of social concerns: eg. taxes, employment, inflation, crime, government, etc.	(SD = R, S)	GED: How to Prepare for the High School Equivalency Examination, Contemporary, pp. 50-69, RL: 8 Building Basic Skills in Social Studies, Contemporary, pp. 21-44, RL: 6
	Have the student recognize by sight the 1,500 words included in Part II of the Functional Reading Word List.	(SD = R, S)	Economics of Work, South-Western, RL: 8
	Have the student recognize by sight the 1,500 words included in Part III of the Functional Reading Word List.	(SD = R, S)	Newspapers
	Have the student recognize by sight the 1,500 words included in Part IV of the Functional Reading Word List.	(SD = R, S)	
	Have the student recognize by sight words from social studies appropriate to his reading level.	Select any text from a graded series in social science. Randomly select at least 25 words from the glossary. These are then your social studies sight words controlled for reading level. (SD = R, S)	

INSTRUCTIONAL OBJECTIVE I: Acquire social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student predict the missing word(s) in a passage so as to make sense of the story.	Teacher can create appropriate passages using the CLOZE procedures. (SD = R, DM, W or S)	The Teacher's Handbook of Reading/Thinking Exercises, Rubin, Dorothy. Holt, Rinehart and Winston, 1980, pp. 154-156 (teacher resource)
	Have the student identify appropriate synonyms and/or antonyms for underlined words in social studies reading passages.	(SD = R, DM, W or S)	Teacher's Handbook, pp. 158-167
	Have the student identify various morphemes derived from or appropriate to social studies content.	Teacher will make a list of morphemes and morpheme families from the social sciences such as "cracy," "auto," "graph," "agogue," "nomy," etc. Teacher might create vocabulary games such as morpheme bingo. Teacher might make language master cards or flash cards for students to study. (SD = R, DM, W or S)	Building an Effective Vocabulary, Gale, Cedric. Barron's (teacher resource) Skills in Reading, Cambridge, pp. 38-41, RL: 10
B. To recognize and recall facts and details of given social studies material	Have the student either listen to or read (orally or silently) a social studies passage and then answer literal level questions of fact and detail about the passage.	Select appropriate reading passages from social studies at the student's instructional reading level. List a series of statements of detail and fact from the passage along with some statements not representing detail and fact in the passage. Have the student place a check by each statement that represents a detail or fact found in the passage.	Barnell-Loft Specific Skills Series, RL: variable A Need to Read, Globe, RL: variable

INSTRUCTIONAL OBJECTIVE I: Acquire social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		and/or Using any social science passage at an appropriate level for the reader, the teacher will frame detail and fact questions. If working with a group and using a multiple choice format, teacher can distribute cards with "a," "b," "c," "d" and/or "e" on them to each student. Students then hold appropriate cards up indicating answers to questions. This allows a quick check of comprehension skill at this level.	
		Teacher constructs series of statements of social science facts, issues, etc. and underlines one word in each statement. Under each statement is a list of words that might represent the way in which the underlined word communicates. Students circle the appropriate answer for each statement. (SD = L or R, S)	Reading Correction Kit, Miller, Wilma. The Center for Applied Research in Educ., p. 187 (teacher resource) Building Basic Skills in Social Studies, Contemporary, RL: 6 GED Scorebooster 2, Steck-Vaughn, pp. 86-96, RL: 7.8

WORKSHEET FOR LITERAL COMPREHENSION (Second-grade level)*

Name ________ Grade ________ Teacher ________ Date ________

Read each sentence silently. Then circle the word that tells the answer to the underlined word.

1. The queen tells us what to think.

   when why how what who where

2. The wind blew Bob's kite high in the air.

   when why how what who where

3. The man ran as quickly as he could.

   when why how what who where

4. The book was about the many different kinds of dogs.

   when why how what who where

5. At six o'clock my family usually eats supper.

   when why how what who where

6. The turtle walked very slowly with its head out of its shell.

   when why how what who where

7. Jack will buy a whistle for one penny.

   when why how what who where

8. We are going to the seashore for our summer vacation.

   when why how what who where

9. Rain often falls during the month of April.

   when why how what who where

10. Our class is going to the library on Saturday.

    when why how what who where

*Reprinted from Reading Correction Kit.

INSTRUCTIONAL OBJECTIVE I: Acquire social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To correctly order the sequence of given social studies facts, events, etc.	Have the student listen to or read (orally or silently) a social studies passage at his or her instructional reading level.	The teacher will laminate cartoon strips, cut them apart, and then have students arrange them in the sequence they occurred originally. (SD = L or R)	
	Have the student correctly order the events of the passage.	Brainstorm a list of specific events that have a natural order such as getting ready for work, washing clothes, going on a trip, etc. Then have each student order the activities as they would most likely occur.	
		Select a passage of several short paragraphs. Cut them apart and place the pieces in an envelope. Have the students arrange the paragraphs in the sequence they most logically occurred.	
		Construct questions of sequence in multiple choice format, i.e., rearrange events of a passage into various combinations, only one of which represents the correct order. (SD = L or R, DM)	
	Have the student participate in discussion of timelines and complete handout on timeline.	Teacher will explain purpose and function of timelines. Point out graphic aids to interpretation such as color, illustrations, etc. Hand out spirit masters to students. Compare their work to prepared transparency. (SD = S, W)	Critical Thinking, Scholastic: 1978, Exercise #7 Specific Skills Series, Barnell-Loft, RL: variable A Need to Read, Globe, RL: variable

INSTRUCTIONAL OBJECTIVE I: Acquire social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
D. To correctly identify the stated main idea	Have the student identify topic sentences.	Teacher will select newspaper or magazine articles and assist students with finding the topic sentences. (SD = S or W, R, DM)	Newspapers and magazines
	Have the student write topic sentences.	Teacher will have students generate a topic sentence and then come up with at least three supporting ideas to elaborate on the topic. (SD = W)	Building Basic Skills in Social Studies, Contemporary, RL: 6 GED Scorebooster, Steck-Vaughn, pp. 97-103, RL: 7.8 GED: The Social Studies Test, Contemporary, pp. 20-21, RL: 8 Specific Skills Series, Barnell-Loft, RL: variable A Need to Read, Globe, RL: variable
E. To correctly recognize and recall critical differences in social studies perspectives	Have the student relate social issues--civil rights, alcoholism and drug abuse, terrorism and world tension--to social studies areas.	Discuss with students that "Social Studies" encompasses the following areas: Government/Political Science, Geography, Economics and the Behavioral Sciences (Anthropology, Psychology, and Sociology).	

INSTRUCTIONAL OBJECTIVE I: Acquire social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		Develop role-play exercises featuring such persons as an editor, a politician, a social scientist, etc. (SD = S or W, DM)	
	Have the student identify correctly and with clear evidence when readings demonstrate cause/effect relationships between past and current events, general and specific trends, world and local events.	Relate issues in past political campaigns to social studies area. Encourage learners to argue against their favored positions on social issues. (SD = R, S or W, DM)	Newspaper articles

INSTRUCTIONAL OBJECTIVE II: To apply historical and social studies facts, concepts, rules, generalizations, and perceptions

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To apply structural analysis and/or the use of context clues to find the meaning of unfamiliar terms necessary for social studies information processing	Have the student select appropriate synonyms to complete the blanks in social studies passages.	Teacher can contruct passages using the CLOZE procedure. Under each blank, briefly define the missing word. Ex.: After the Norman Conquest, French became the ________ ruling, __________ language. commanding (Answer: official) (SD = W, DM)	5 Search Visuals, Scholastic, 1974, transparencies and thermal masters GED Scorebooster 2, Steck-Vaughn, pp. 52-54 Ex. A; 55-59 Ex. B; 62-65 Ex. C; 68-80 Ex. E and F, RL: 7.8 Building Basic Skills in Social Studies, Contemporary, RL: 6 A Need to Read, Globe, RL: variable
B. To identify the main idea of given social studies material	Have the student identify the topic of selected paragraphs. Then have the student identify what is special about the topic (does all other information in the paragraph support this special topic?). These two components represent the main idea of the paragraph.	(SD = R, DM, S or W)	The Teacher's Handbook of Reading/Thinking Exercises, Rubin, Dorothy, Holt, Rinehart and Winston, pp. 7-13 (teacher resource)
	Have the student read a series of paragraphs as a story and identify the topic of the story and and what is special about the topic. This yields the main idea of the story.	(SD = R, S or W, DM)	Teacher's Handbook, pp. 14-19 Barnell-Loft Specific Skills Series Kit.

INSTRUCTIONAL OBJECTIVE II: Apply social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student choose a title for the story.	(SD = DM, R)	A Need to Read, Globe, RL: variable
	Have the student select the best title for the story from among several choices.	(SD = DM)	Skills in Reading 2, Cambridge, pp. 21-25, RL: 10 Building Basic Skills in Social Studies, Contemporary, RL: 6 GED Scorebooster 2, Steck-Vaughn, pp. 99-100, 103-105 Ex. B, RL: 7.8 GED: The Social Studies Test, Contemporary, pp. 22-24, RL: 8
C. To assign items, events, etc. to categories and/or correctly label categorized events, items, etc. from social studies material	Given a number of items, have the student separate them into categories.	Teacher may generate lists or use prepared exercises such as in Rubin's Handbook. (SD = DM)	Teacher's Handbook, Rubin; Holt, Rinehart and Winston, pp. 38-41
	Have the student identify the word in a group that doesn't belong.	(SD = R, DM)	Teacher's Handbook, pp. 42-49
D. To infer meaning of given social studies facts, concepts, rules, and generalizations	Have the student participate in a class discussion developing concept of reading for inference.	The teacher will use transparency visual and mimeographed handout to develop concept of inferential reading. (SD = S, L)	Critical Thinking, Scholastic, 1978 Critical Reading Skills 2, Cambridge, pp. 30-34, RL: 6-8

INSTRUCTIONAL OBJECTIVE II: Apply social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
			Building Basic Skills in Social Studies, Contemporary, RL: 6 GED Scorebooster 2, Steck-Vaughn, pp. 125-140, RL: 7.8 GED: The Social Studies Test, Contemporary, pp. 31-33 RL: 8
	Have the student infer the correct answer to the exercises assigned.	The teacher will help the student to identify the parameters of legitimate inference established for each reading selection. (SD = R, DM)	Teacher's Handbook, Rubin; Holt, Rinehart and Winston, pp. 22-36 A Need to Read Kit, Globe, RL: variable Barnell-Loft Specific Skills Series, RL: variable
E. To correctly distinguish fact from opinion of given social studies material	Have the student differentiate between statements of fact and opinion in a given exercise.	Teacher will introduce concept and discuss examples of fact and opinion. (SD = R, DM)	Teacher's Handbook, Rubin, pp. 88-92
	Have the student differentiate between statements of fact and opinion.	Teacher will discuss visual and handout from Scholastic. (SD = R, DM)	5 Search Visuals, Scholastic, 1974, transparencies and thermal masters (lesson #8)

INSTRUCTIONAL OBJECTIVE II: Apply social studies facts, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
F. To distinguish cause from effect of given social science facts, events, etc.	Have the student complete prepared worksheet differentiating cause from effect.	Discuss concept of cause and effect using prepared transparency. Hand out mimeographed worksheet. (SD = R, W, DM)	Critical Thinking A, Scholastic, 1978, Exercise #8 Reading Correction Kit, Wilma Miller, The Center for Applied Research in Education, 1975

U.S. HISTORY OUTLINE

I. New World Discovered

A. Motivations
1. trade routes
2. scientific curiosity
3. power

B. Discoveries
1. Indians
2. Caribbean Isles
3. North American continent

II. New World Settled

A. Motivations
1. Spanish
a. gold and silver
b. conversion of Indians to Christianity
2. French
a. furs and land
b. water passage from Atlantic to Pacific
c. religious zeal
3. English
a. trade
b. religious freedom
c. missionary zeal
d. economic freedom
e. empty debtors' prisons, expel thieves, etc.

B. Settlements
1. Spanish
a. St. Augustine, Florida
b. Santa Fe, New Mexico
c. areas in California
2. French
a. Montreal, Canada
b. various small trading posts
3. English
a. New England
b. Middle Colonies
c. Southern Colonies

III. New Nation Evolved

A. Break with the English
1. England attempted to tighten control
2. colonists resented taxation practices
3. independence declared on July 4, 1776

- B. Formation of New Government
  - 1. Articles of Confederation
    - a. philosophical basis was friendship
    - b. decentralized authority
  - 2. U.S. Constitution drafted and ratified (June 21, 1788)
    - a. established a republic
      - 1. bicameral Congress
      - 2. three branches of government
      - 3. division of powers between state and federal government
    - b. elected first representatives

IV. New Nation Suffered Rift

- A. Slavery debated
  - 1. economic value of slavery to South
  - 2. human rights issue to North

- B. States' rights at stake

- C. Emancipation Proclamation (1862)

- D. War

- E. Surrender at Appomattox (1865)

V. Reconstruction

- A. Political issues
  - 1. Constitution amended
    - a. 13th amendment
    - b. 14th amendment
    - c. 15th amendment
  - 2. state governments affected
    - a. carpetbaggers
    - b. occupation troops
    - c. rewritten constitutions

- B. Economic issues
  - 1. agricultural structure of South affected
  - 2. industrialization of North

VI. The U.S. as a World Power

- A. America in the Southern Hemisphere
  - 1. Monroe Doctrine
  - 2. Pan American Union

- B. America in World War I (1917-1919)
  - 1. Beginning of draft
  - 2. Americans on homefront supported war effort
  - 3. Treaty of Versailles

- C. America in World War II (1941-1945)
  - 1. Pearl Harbor bombed
  - 2. America declared war on Axis powers
  - 3. Americans in Europe
  - 4. Americans in the Pacific
  - 5. Peace Treaty of Yalta

- D. Cold War
  - 1. ideological disputes
  - 2. territorial disputes
    - a. Soviets retained control of World War II European conquests
    - b. Soviet threat of world domination
    - c. Berlin blockade
    - d. Korean conflict
    - e. Viet Nam
  - 3. political conflict
    - a. Cuban missile crisis
    - b. space race
    - c. nuclear arms race

VII. The Changing Face of America

- A. The Great Depression
  - 1. stock market crash
  - 2. unemployment
  - 3. drought

- B. The New Deal
  - 1. recovery programs
  - 2. growth of government

- C. The '50s
  - 1. apathy
  - 2. population bomb
  - 3. economic stability

- D. The '60s
  - 1. social conscience emerged (focused on Blacks)
  - 2. political activism
  - 3. scientific advancements

- E. The '70s and '80s
  - 1. concern for ecology
  - 2. energy crises
  - 3. distrust in government (e.g., Watergate)
  - 4. social concerns broadened to include women, Chicanos, American Indians, and the "Boat People"

TEXAS HISTORY OUTLINE

I. Cultural and Economic Development

- A. Early Indian inhabitants (1400-1528)
  - 1. Coastal Indians
  - 2. Plains Indians

- B. Spanish influence (1528-1821)
  - 1. early explorers
  - 2. missions
  - 3. early colonization

- C. Mexican rule (1834-1836)
  - 1. colonization under Mexico
  - 2. difficulties with Mexico under Santa Ana
  - 3. settlers come in increased numbers
  - 4. cultural conflict between Anglos and Mexicans
  - 5. war for independence

- D. The Republic of Texas (1836-1845)
  - 1. a government formed
  - 2. economic crises (spurred by U.S. depression)
  - 3. conflict with Indians
  - 4. German settlers influence Texas

- E. Statehood (1846-present)
  - 1. growth of the young state
  - 2. pioneer life
  - 3. involvement in Civil War
  - 4. Reconstruction in Texas
  - 5. growth of agriculture and industry
  - 6. oil boom
  - 7. economic strength in the 20th century

II. Politics and Government in Texas

- A. Texas Constitution of 1845
  - 1. similar to other states
  - 2. special features
    - a. Homestead Law
    - b. Permanent School Fund
    - c. equal protection for slaves

- B. Civil War and Reconstruction in Texas
  - 1. Texas seceded from Union (1861)
    - a. industry supported war effort
    - b. militia sent to war front
    - c. agriculture supported war
    - d. immigrants sought refuge in Texas

- 2. Texas reentered Union (1870)
    - a. wrote new Constitution (1868)
    - b. radical reconstructionist government
        - (1) created State Police
        - (2) expanded powers of governor
        - (3) expanded powers for state militia
        - (4) centralized government
    - c. Republicans controlled state government for first time

C. Democrats regained political control (1873)

- 1. repealed radical reconstructionist laws
- 2. Blacks were slowly absorbed into political and economic structure
- 3. progressivism impacted Texas politics

D. Current political issues (1945-present)

- 1. economic stability
- 2. equal rights
- 3. urban sprawl
- 4. ecology
- 5. energy
- 6. conservation

Goal: To demonstrate an understanding of geography

INSTRUCTIONAL OBJECTIVE III: To correctly describe the interdependence of economic, political, and demographic elements with the physical features of the Earth

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A To discuss the origins and growth of early peoples/civilization, centered on the physical characteristics of the regions	Have the student identify river systems, deltas, lakes, and seas on which early civilizations were based.	Note the importance of agriculture to the development of civilization. (SD = R, L, DM)	The Cambridge Program for the Social Studies Test, Cambridge, pp. 87-89, RL: 11
	Have the student identify early centers of population.	Present students with lists of food staples known to have originated in different parts of the world. (SD = R, DM)	Anthropology and history texts
	Have the student identify changes in early civilization through expansion or through the attraction of rival cultures.	Help students identify the early handcrafts and skills occupations fostered by the growth of population centers. (SD = R, DM)	GED How to Prepare for the High School Equivalency Examination, Contemporary, pp. 77-81, RL: 8
B. To identify the physical features which influenced or determined early trade routes and the establishment of a world sense	Have the student trace on maps the sea, river, and land routes which linked early civilizations.	(SD = R, DM)	Building Basic Skills in Social Studies, Contemporary, pp. 45-47, RL: 6 Anthropology texts
	Have the student trace on map the population movements leading to the concept of "world conquest" in Europe and Asia.	(SD = R, DM)	History texts Historical map Building Basic Skills in Social Studies, Contemporary, pp. 55-67, RL: 5 GED How to Prepare for the High School Equivalency Examination, Contemporary, pp. 70-76, RL: 8

INSTRUCTIONAL OBJECTIVE: IV: To understand and use maps effectively

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To explain how maps represent reality through symbols	From fictional map, have the student identify buildings, streets, landmarks.	Help students develop collection of different kinds of map symbols from newspaper and other found material. (SD = R, DM)	Map of local community Teacher-made map
	On a local map, cut out different perspectives, and have the student reset NSEW compass.	Record symbols which replace word signs in public places for use in class. (SD = R, DM)	Newspaper
	Have the student drive on a local or fictional neighborhood map from written "left/right" or NSEW directions.	(SD = R, DM)	
B. To identify and explain common abbreviations used on maps and charts	Have the student add "St.", "Ave.", and "Blvd." to route names from the local area and read out the full names.	Develop a handout list of most common abbreviations and use for drill. (SD = R, S, W)	Teacher-made list of abbreviations.
	Have the student route "mail" to a set of boxes marked AR, TX, OK, LA, MS, and NM.	(SD = R, DM)	
C. To explain how number/letter grids can be used to identify particular sites on maps	Have the student select and place street names from a list on a city map.	Coach students on narrowing focus of search with "windows" cut in index cards. (SD = R, DM)	Map of local community
	Have the student repeat the above exercise, using number/letter grids to compare speed.	Bring in maps of other city areas for grid exercises. (SD = R, DM)	book
	Have the student place directions from maps from Yellow Pages over same area of city map.	(SD = R, DM)	Yellow Pages in phone book

INSTRU ONAL OBJECTIVE IV: Maps, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
D. To demonstrate proficiency in reading and using maps to get information	Have the student read a map and give directions from the map to a given site.	Present maps as charts of population, unemployment, and opinion studies. (SD = R, S or W, DM)	The Cambridge Program for the Social Studies Test, Cambridge, pp. 81-84, 87-89, RL: 11
	Have the student read a map for historical information.	Present historical maps showing growth of nations, movement of armies, cultural and economic influences. (SD = R)	Our Nation's Story: Part 2, Steck-Vaughn, pp. 7-8, 11-12, 21-22, 24, 29-30, 37-38, 43-45, RL: 6
	Have the student read a map to give some measure of time and distance for trip.	Present road map exercises to measure best route considering distance, hazards, road conditions and time of travel. (SD = R, M, DM)	Local, state, and national road maps Government publications
	Have the student read a map for cultural event informa-	Present historical maps showing growth of nations, movement of armies, cultural and economic influences. (SD = R)	History texts Chamber of Commerce maps and pamphlets GED How to Prepare for the High School Equivalency Examination, Contemporary, pp. 46-47, 73, RL: 8 Building Basic Skills in Social Studies, Contemporary, pp. 51-54, RL: 6 Preparation for High School Equivalency in Social Studies, General Education Series, Book 2, Steck-Vaughn, pp. 95, 96, 103, RL: 8

INSTRUCTIONAL OBJECTIVE V: To describe the surface of the Earth and its associated physical characteristics

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify the Earth's landforms: continents, islands, mountains, plains, etc.	Have the student circle largest land mass features of a fictional map, X's on the smaller land masses.	Bring in travel brochures for students to discuss location on a world map. (SD = R, DM)	Atlases Travel agency brochure pamphlets
	Have the student identify by name the Earth's continents and a number of islands or island chains.	Provide news or topical matter and help students relate to events in other areas. (SD = S or W)	Global maps Globe
	Have the student discuss and identify land features of this area and in other areas of the North American Continent.	Help students prepare impact statements (eg., "Geography matters to me because I served in Vietnam," etc.). (SD = S, DM)	Cambridge Exercise Book for the Social Studies Test, Cambridge, pp. 62-76, RL: 11 Newspapers and other media
B. To identify the Earth's water forms: rivers, river systems, lakes, bays, gulfs, seas, and oceans	Have the student classify water forms on a fictional map in one column for rivers and a second column for oceans.	Provide lists of rivers and other water forms and a sketch map with directions to write in appropriate names. (SD = W, DM)	Atlases Global maps
	Have the student review text materials to list the largest river systems in each continent.	Invite students to discuss the recreational, economic and other values of local water features. (SD = R, W, DM)	Travel guide books Encyclopedia
	Have the student review text material to list the world's oceans and some other water forms.	(SD = R, W, DM)	
	Have the student discuss and identify water features of the local area and major bodies of water in the United States.	(SD = S, DM)	Local maps highlighting recreational areas (rivers, lakes, camping grounds)

INSTRUCTIONAL OBJECTIVE V: To describe the surface of the Earth, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To demonstrate understanding of directions and latitude/longitude	Have the student orient self and area maps to NSEW compass.	Use globe and flat maps to lead role play of the period of European exploration of Asia, Africa, and N./S. America. (SD = R, DM)	Building Basic Skills in Social Studies, Contemporary, pp. 48-51, RL: 6
	Have the student give degrees of distance on a N/S or E/W plane from locus values given for any two cities on a table.	Discuss the compass, astrolabe and other early navigation instruments. (SD = R, DM)	Globe Atlas Various maps of continents, hemispheres
	Have the student track the progress of a hurricane (in season) from weather bulletins.	(SD = R, L, DM)	Hurricane tracking map
	Have the student identify the Equator on a map and identify the names of countries on the line.	(SD = R)	Preparation for High School Equivalency in Social Studies, General Education Series, Book 2, Steck-Vaughn, p. 99, RL: 8
D. To describe features of weather patterns and climactic regions	Have the student record and discuss a 3-day sequence of weather forecasts.	Produce a list of food products and ask students to watch and record changes in market price over an 8-week period. (SD = S, W)	GED How to Prepare for the High School Equivalency Examination, Contemporary, pp. 70, 76-86, RL: 8
	Have the student identify weather impacts on areas of the world which are recurring or constant, long-term features, such as seasonal floods, drought, short growing seasons.	Ask students to discuss the effect of local climate on jobs such as pest control, painting, construction, air conditioning repair, street maintenance. Help students visualize different parts of the world at the same time of year. (SD = DM)	Newspaper, radio, and television forecasting reports The Cambridge Program for the Social Studies Test, Cambridge, pp. 85-87, RL: 11

INSTRUCTIONAL OBJECTIVE V: To describe the surface of the Earth, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student identify food staples and similar aspects of life in polar, temperate, and tropic regions.	(SD = R or S)	
E. To describe the relationship between the spin of the Earth on its axis and rotation around the sun with time measures, time zones, and the seasons	Have the student identify time zone differences for given cities from a map.	Discuss the solar year events: equinoxes and solstices, and help students relate to our convention of the calendar and to the four seasons. (SD = R, DM)	Global map Globe National map
	Given a globe map and matched lists of cities and landmarks, have the student complete statements like "When it is noon in _____, it is midnight in ______."	Help students make note of the International Date Line and time zone conventions. Suggest that the students notice the seasonal differences between the northern and southern hemispheres. (SD = R, DM)	Newspapers from various countries on same date Atlas Calendar
	Have the student state the effect of the angle of the Earth's axis to the sun's plane on the winter and summer seasons at the poles and at the Equator.	(SD = S, DM)	

Goal: To demonstrate an understanding of Economics

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INSTRUCTIONAL OBJECTIVE VI: To demonstrate an understanding of differences in economic systems

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To identify the limits of utility for a barter system of exchange	Have the student identify items of trade for service, food, or lodging, with equal value.	(SD = S or W, DM)	Building Basic Skills in Social Studies, Contemporary, pp. 38-44, RL: 6
	Have the student list weight and volume of trade items and weight/volume of equal value of currency.	(SD = W, DM)	Economics of Work, South-Western, pp. 30-36, RL: 8
	Have the student study prospects for continued production or finding items for barter.	(SD = R)	
B. To identify the characteristics of a planned economy	Have the student identify the kinds of exchange decisions controlled by the state: a. What to produce b. How to produce c. How to distribute product	(SD = R, W or S, DM)	Economics of Work, South-Western, pp. 19-22, 27-29, RL: 8 The Cambridge Program for the Social Studies Test, Cambridge, pp. 52-54, RL: 11
	Have the student identify the means of a controlled environment. a. Joining the state structure b. Going around the system c. Other	(SD = S or W, DM)	
	Have the student identify constraints on a planned economy: management by political objective, production for political objectives, size of total bureaucracy, etc.	(SD = S or W, DM)	

INSTRUCTIONAL OBJECTIVE VI: Differences, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
C. To identify the characteristics of a mixed economy	Have the student identify the kind of exchange decisions controlled by the state: Key industries Some resource restrictions Some distribution	(SD = S or W, DM)	Economics of Work, South-Western, pp. 4-7, 152-153, RL: 8 Citizens Today, "Living in America Series," Steck-Vaughn, pp. 43-46, RL: 6 Free Enterprise in the United States, South-Western, pp. 34-121, RL: 10
	Have the student identify some means of life improvements in a mixed economy: Promotion Political involvement essential services	(SD = S or W, DM)	
	Have the student identify constraints on a mixed economy: Confusion of production and political objectives Burden of bureaucracy	(SD = S or W, DM)	
D. To identify the characteristics of a free enterprise economy	Have the student identify basic terms for the kinds of exchange in a free-enterprise economy.	(SD = S or W, R)	The American People: Their History to 1900 Steck-Vaughn, pp. 103-104, RL: 6
	Have the student describe the process of exchange in a supply-demand system.	(SD = R, S or W)	Economics of Work, South-Western, pp. 37-51, RL: 8 Building Basic Skills in Social Studies, Contemporary, pp. 21-24, RL: 6

INSTRUCTIONAL OBJECTIVE VI: Differences, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student state the connections between profit motive and price structures in a free-enterprise system.	(SD = S or W)	Economics of Work, South-Western, pp. 52-67, RL: 8
	Have the student speak to efforts to develop constraints from labor, government and consumer groups.	(SD = R, S or W)	America's Story, Steck-Vaughn, pp. 36-41, 100-104, RL: 7 The American People: Their History to 1900 Steck-Vaughn, pp. 108-117, RL: 6 Economics of Work, South-Western, pp. 92-103, RL: 8 Free Enterprise in the United States, South-Western, pp. 418-493, RL: 10 Citizens Today, "Living in America Series," Steck-Vaughn, pp. 43-46, RL: 6

INSTRUCTIONAL OBJECTIVE VII: To assist the student to become an American citizen

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn some of the basic requirements for naturalization		Through group discussion, the teacher will discuss some requirements for naturalization. They are as follows: Must: 1. be 18 years of age 2. be a lawful permanent resident 3. of good moral character 4. be willing to take an oath of allegiance to the United States and be willing to renounce allegiance to a person's former country 5. meet literacy requirements of the English language (reading, writing, speaking, and understanding simple language) 6. display some knowledge of U.S. government and history	Invite immigration officers to discuss requirements as outlined by the U.S. government. DAR Manual for Citizenship, Daughters of the American Revolution, RL: 6-7 Handbook for Citizenship Preparation, Education Service Center, Region 20, San Antonio, TX, pp. 35-38, RL: 7 Becoming a U.S. Citizen (Follett), Cambridge, pp. 30-58, RL: 4
B. To learn at least five methods of becoming a citizen of the United States		The teacher will explain and discuss at least five methods of becoming a citizen of the United States. Methods: 1. by birth if born in the United States 2. by naturalization 3. by naturalization of one's parents	Questionnaire, Prepared by the San Antonio Literacy Council, Inc., RL: 7-8 Our Constitution and Government, Federal Textbook on Citizenship, G.P.O., pp. 10-13, RL: 7-8

INSTRUCTIONAL OBJECTIVE VII: Becoming an American citizen, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
		4. through one's parents if born outside the United States 5. by legislation naturalizing certain groups of persons collectively	DAR Manual for Citizenship, Daughters of the American Revolution, RL: 6-7
C. To learn to file a petition for naturalization	Have the student complete and submit application for naturalization.		Application forms to file petition for naturalization Invited immigration officer to assist with forms
D. To be able to recognize and read at least 65 related questions dealing with citizenship	Through class participation, have the student read and write at least 65-70 questions that appear in the Citizenship Questionnaire.		Questionnaire, prepared by the San Antonio Literacy Council, Inc., pp. 1-20, RL: 7-8 Handbook for Citizenship Preparation, Education Service Center, Region 20, San Antonio, TX, RL: 7

INSTRUCTIONAL OBJECTIVE VIII: To learn the purpose and organization of the three branches of the Federal Government

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To define the function of the Legislative Branch	Have the student learn the function of the Legislative Branch as defined in the first article of the Constitution.	(SD = R, L)	Our Constitution and Government: Federal Textbook on Citizenship, G.P.O., pp. 30-85, RL: 7-8
	Have the student become aware of the role of Congress.	(SD = R, L)	Questionnaire, San Antonio Literacy Council, pp. 9-12
B. To define the function of the Executive Branch	Have the student define the function of the President, Vice-President, and his Cabinet.	(SD = W, S)	It's Our Government, Janus, pp. 25-28, RL: 6 Becoming a U.S. Citizen (Follett), Cambridge, pp. 19-23, RL: 4
C. To define the function of the Judicial Branch	Have the student define the functions of the Supreme Court and other Federal Courts.	(SD = W, S)	Handbook for Citizenship Preparation, Education Service Center, Region 20, pp. 27-29, RL: 7 Our Nation's Story, Part 1, Steck-Vaughn, p. 43, RL: 7
D. To learn the makeup of the United States Congress 1. House of Representatives 2. United States Senate	Have the student read and study the composition of the two houses of Congress.	(SD = R)	Filmstrips United States map United States Constitution
	Have the student make a chart showing the representation from each state.	(SD = R, W)	Becoming a U.S. Citizen (Follett), Cambridge, pp. 19-20, RL: 4

INSTRUCTIONAL OBJECTIVE VIII: Three branches of the Federal Government, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student list the names of state senators and representatives in his or her district.	(SD = R, W)	Our Nation's Story, Part I, Steck-Vaughn, p. 43, RL: 6
	Using an overhead projector, have the student explain the importance of electing persons who will represent their views.	(SD = R, S, DM)	Handbook for Citizenship Preparation, Education Service Center, Region 20, RL: 7 Our Constitution and Government: Federal Textbook on Citizenship, G.P.O., pp. 85-86, RL: 7-8 America's Story, Part I, Steck-Vaughn, pp. 47-49, RL: 7
E. To learn the organization of the Executive Branch	Using the Constitution with teacher's assistance, have the student find the powers of the President and list them.	(SD = R, W, DM)	Copies of the Constitution It's Our Government, Janus, p. 28, RL: 6
	Have the student explain the departments' and agencies' functions.	(SD = R, S)	
F. To learn the organization of the U.S. Cabinet	Have the student fill in a chart distributed by the teacher showing the President's Cabinet and function.	(SD = R, W, DM)	Copies of the chart of the President's Cabinet It's Our Government, Janus, pp. 68-70, RL: 6

INSTRUCTIONAL OBJECTIVE VIII: Three branches of the Federal Government, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student orally discuss how the Cabinet is appointed by the President.	(SD = S)	Handbook for Citizenship Preparation, Education Service Center, Region 20, p. 26, RL: 7
G. To learn the organization of the Judicial Branch	Have the student make a poster or a bulletin board display that illustrates parts of the judiciary system.	(SD = R, W, DM)	Portable bulletin board Becoming a U.S. Citizen (Follett), Cambridge, pp. 21-23, RL: 4 It's Our Government, Janus, pp. 28-88, RL: 6
H. To learn the organization of the Supreme Court	With teacher's assistance, have the student outline the path by which a case reaches the Supreme Court.	(SD = W, DM)	Handbook for Citizenship Preparation, Education Service Center, Region 20, pp. 25-29, RL: 7
I. To learn how a bill becomes a law	In groups, have students draw a large chart showing the process of how a bill becomes a law.	(SD = W, DM)	Poster Board Teacher-made chart showing the evolution of a bill
	Have the student discuss the evolution of a bill from birth to passage and how appropriations are made after laws are passed.	(SD = S)	It's Our Government, Janus, pp. 32-34, RL: 6
J. To learn about checks and balances	Have the student make a list of the different checks each branch has.	(SD = R, W, DM)	Teacher-made flowchart to show ways in which each branch of Congress checks each other

INSTRUCTIONAL OBJECTIVE IX: To provide students with a functional knowledge of state government

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn the functions of a: Governor Lieutenant Governor Attorney General Secretary of State State Treasurer	Have the student identify and list the functions and responsibilities of a Governor, Lieutenant Governor, Attorney General, Secretary of State, and State Treasurer.	(SD = W, S)	Becoming a U.S. Citizen (Follett), Cambridge, p. 24, RL: 4 Government at Work, Janus, pp. 56-57, RL: 4
	Have the student identify the current state office holders listed above.	(SD = R, S, DM)	Our Constitution and Government: Federal Textbook on Citizenship, G.P.O., pp. 136-137, RL: 7-8
B. To learn the makeup of a bicameral (two-house) legislature	Have the student list the duties of both houses in the legislature.	(SD = R, W)	Newspaper articles Texas Almanac
	Have the student report on the day-to-day activities of both houses when in session.	(SD = R, S)	Austin Newspapers League of Women Voters
C. To learn the function of the State Supreme Court, Appellate Courts, General, Trial Courts, Municipal Courts, and Justice Courts	Have the student list the judges who currently occupy the Supreme Court bench and explain their functions.	(SD = R, W, S)	Teacher-made flowchart (The Path to the Supreme Court)
	With the teacher's assistance, have the student read one particular appellate case and discuss its outcome.	(SD = R, L, S)	A law book that has appellate cases
	Have the student identify types of trials (misdemeanor, felony) taking place in the general trial courts.	(SD = L, S, DM)	Guest speakers Newspapers Field trip Legal aid sponsors

INSTRUCTIONAL OBJECTIVE IX: Functional knowledge of state government, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	Have the student take a field trip to the county Courthouse to observe justice in progress.	(SD = L, IR)	It's Our Government, Janus, p. 93, RL: 6
	Have the student discuss in class a civil or criminal case related to his or her own community.	(SD = S)	Invite a Justice of the Peace as a guest speaker to explain her or his job.
D. To learn the function of the Juvenile Courts, Small Claims Courts, Domestic Relations Courts, and Probate Courts	Have the student identify various types of activities which take place in juvenile courts.	List on the board the various functions a judge must perform daily in the juvenile courts. (SD = R, S)	Government at Work, Janus, pp. 39-41, RL: 4
	Have the student identify some of the legal agencies and organizations that sometimes are recommended by the judges.	Organize a mock trial depicting the type of case commonly occurring in a small claims court. (SD = R, S, DM)	Just Around the Corner: Rights and Citizenship, Cambridge, pp. 41-48, RL: N/A Legal Aid Society Child Abuse Agency Women's Shelter
	Have the student define probate and give an example of what a probate case would involve.	(SD = R, S, DM)	

INSTRUCTIONAL OBJECTIVE X: To provide the student with the functional knowledge of services provided by county and local governments

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To learn the function and makeup of Commissioner's Court	Have student list functions of Commissioner's Court.	Ask a commissioner or guest speaker to address your students on this topic. (SD = R, W)	
	Have the student describe the responsibilities of one commissioner.	(SD = R, S)	
B. To will learn the governmental functions of local school districts	With teacher's assistance, have the student write a letter to the school board asking for a brief explanation of its functions.	(SD = W, DM, IR)	
	Have the student list school board members in his or her precinct.	Invite a school board member to discuss their functions. (SD = R, W, DM)	
C. To learn how the city provides for the public safety of its citizens	Have the student participate in a class discussion with a local police officer invited to give a presentation on his or her duties as a police officer.	(SD = L, S, IR)	Guest speaker Project CLASS II: Child Abuse, The Battered Wife (2 modules), Clovis, RL: 5-8 Government at Work, Janus, p. 34, RL: 4
D. To learn how the city provides a public health system to provide care for its citizens	Have the student participate in a field trip to the metropolitan health clinic.	(SD = L)	Field trip Project CLASS I: Community Health Services, Clovis, RL: 1-4
	Have the student list health care systems and addresses in their community.	(SD = R, W, DM)	Government at Work, Janus, pp. 34-35, RL: 4

INSTRUCTIONAL OBJECTIVE X: County and local government, cont'd.

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To learn how the city assists citizens in need of public welfare	Have the student list services available through the city government public welfare.	(SD = R, W, DM)	Cable TV - Council meeting in session Newspapers
F. To learn the function of the mayor/council form of government	Have the student list the function of a council member.	(SD = R, W, DM)	
	Have the student discuss a "weak mayor" and "strong mayor" system and describe the type currently operating in the student's city.	(SD = R, S, DM)	

INSTRUCTIONAL OBJECTIVE XI: To assist students to recognize and understand their rights and responsibilities as citizens

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To define the word "rights" clearly so that each learner understands the meaning	Have the student identify the ten different amendments which involve the Bill of Rights.	(SD = R, S, DM)	Copies of the Bill of Rights 3x5 index cards to write each Bill of Right A copy of the Constitution in its original form APL Series: Government and Law Reading Book, HBJ, pp. 87-97, RL: 4-6 Life School: Community Resources and Government and Law, Pitman, pp. 402-407, RL: 1-4
B. To learn the rights guaranteed by the Constitution, particularly the Bill of Rights	With teacher's assistance, have the student read each separate amendment and ask questions pertaining to each.	(SD = R, S, L)	Becoming a U.S. Citizen, Follett, pp. 16-17, RL: 4
	Have the student discuss the amendments in the order they appear and their importance.	(SD = R, S, DM)	Handbook for Citizenship Preparation, Education Service Center, Region 20, RL: 7
	Have the student make an outline of the Bill of Rights.	(SD = R, W, DM)	
C. To learn the consequences of not obeying the law	Have the student discuss a real life situation in which the law was broken.	(SD = S, DM)	Newspapers It's Our Government, Janus, pp. 4-9, RL: 6

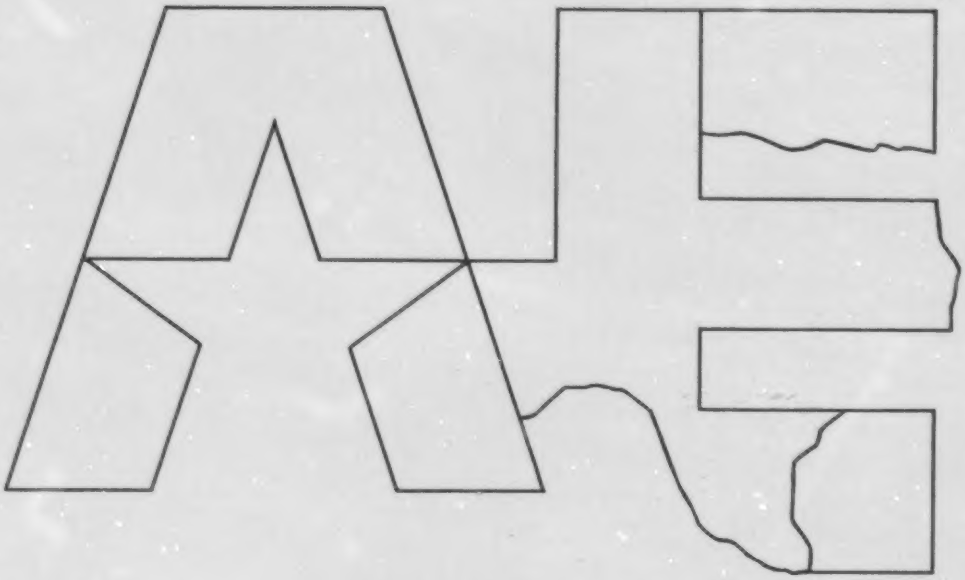
Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	NOTE: Discussion should include circumstances involved, the consequences arising from the law having been broken, police action if any, and how the problem was solved.		Becoming a U.S. Citizen (Follett), Cambridge, pp. 54-56, RL: 4
D. To understand political processes and issues	Have the student identify a significant issue or problem in society.	(SD = R, S or W, DM)	Just Around the Corner, Rights and Citizenship, Cambridge, pp. 57-64, RL: N/A
	Have the student describe different group strategies for resolving conflict.	(SD = S or W, DM)	
	Have the student describe the democratic process of resolving conflict and effecting change.	(SD = S or W, DM)	
	Have the student discuss and identify barriers to individual participation in the political process.	(SD = S or W, DM)	
E. To learn to take an active part in government by means of voting (i.e., to recognize the importance of the personal role in the political process)	Have the student learn the process of voter registration.	(SD = R)	Current ballot (obtain from County Clerk's office) Voter registration cards
	Using mock voting machines or paper ballots, have the student become involved with voting.	(SD = R, DM)	Government at Work, Janus, p. 74, RL: 4

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
	With teacher's aid, have the student fill out a voter registration card.	(SD = R, W, DM)	Life School: Community Resources and Government and Law, Pitman, pp. 549-552, RL: 1-4 City Charter

INSTRUCTIONAL OBJECTIVE XII: To demonstrate an understanding of sales tax, income tax, Social Security, and property tax

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
A. To understand the purpose for the sales tax in Texas	Have the student write a paragraph explaining the Texas sales tax.	(SD = R, W)	Project CLASS II: Sales Tax, Clovis, RL: 5-8 Life School: Consumer Economics, Pitman, pp. 362-365, RL: 1-4 Consumer Law, West, RL: 7-8
B. To figure sales tax	Have the student figure sales tax on the following items @ 5.5% (.055): Ex.: Lamp $49.50 Jewelry $10.95 Toy $19.95	(SD = M)	Economics for Everybody, AMSCO, pp. 222-227, RL: 7-8
C. To demonstrate an understanding of the federal income tax and tax forms	Have the student answer the following questions: 1. What is the purpose of the federal income tax? 2. Who may file a 1040A or 1040EZ income tax form? 3. What information does a W-2 form give you? 4. What are exemptions? 5. What are wages and salaries? 6. What is earned income credit?	(SD = R, W, DM)	1040A and 1040EZ Forms Understanding Taxes, Internal Revenue Service, Department of the Treasury, 1983 Economics for Everybody, AMSCO, pp. 215-232, RL: 8
D. To successfully fill out the 1040EZ Income Tax Form			Consumer Economics II, Student Workbook, "The APL Series," HBJ, pp. 27-52, RL: 4-6

Learning Objective	Student Activity	Teacher Activity/Notes	Resources
E. To explain Social Security	Have the student explain in writing the purpose for and amount of Social Security deductions from his or her paycheck.	(SD = R, W, M)	Payroll stub Consumer Economics II, Student Workbook, "The APL Series," HBJ, pp. 53-60, RL: 4-6 Economics for Everybody, AMSCO, pp. 215-222, RL: 7-8
F. To figure Social Security tax	Have the student figure his or her Social Security deduction on a monthly paycheck of $850.00.	(SD = M)	
G. To understand the purpose of property tax	Have the student write a paragraph on property tax in his or her particular area.	Invite a real estate agent to discuss his or her area's property tax base. (SD = M, DM)	Economics for Everybody, AMSCO, pp. 222-223, RL: 7-8



Bibliography

BIBLIOGRAPHY -- SECTION A: STUDENT RESOURCES

- **Listening**

Listen and Read Content Reading Sets, EDL, Arista Corp.*

Listen and Think Series, EDL, Arista Corp.*

Listening Comprehension Skills Kit, Curriculum Associates*

Listening Strategies for Beginners, Longman, Inc.*

Little Stories for Big People, Regents Publishing Co.*

Specific Skills Series, Barnell-Loft*

- **Speaking**

The Business of Oral Communication: Fundamentals, South-Western, RL: 5

The Business of Oral Communication: Person to Person, South-Western, RL: 5

The Business of Oral Communication: Selling, Speaking, Meeting, South-Western, RL: 5*

Let's Talk Business, South-Western, RL: 9*

Speaking by Doing, National Textbook, RL: 7*

- **Reading**

Applying Reading Skills, Steck-Vaughn, RL: 2-4*

Art in Your Home Town, Cambridge, RL: 1-3

Banking Language, Janus, RL: 1-4*

Basic Education: Reading, Books 1 and 2 (Follett), Cambridge, RL: 1-3 (Book 1), RL: 4-5 (Book 2)*

Better and Faster Reading, Cambridge, RL: 6-9*

The Big Hassle and Other Plays, Janus, RL: 2*

Building Basic Skills in Reading, Books 1 and 2, Contemporary, RL: 2-4*

Reading, continued

Building Real Life English Skills, National Textbook, RL: 5-8*

Building Word Power, Steck-Vaughn, RL: 3-4*

The Choice and Other Stories, Janus, RL: 2*

Clothing Language, Janus, RL: 1-4*

Community Resources, "The APL Series", HBJ, RL: 4-6*

Credit Language, Janus, RL: 1-4*

Critical Reading Skills, Cambridge, RL: 6-8*

Critical Thinking, Scholastic, *

Directing the Sequence, "Specific Skills Series," Barnell-Loft, RL: variable*

Dictionary Skills, Activities for Dictionary Practice (Spirit Master Book), Curriculum Associates, RL: 2-5*

Drawing Conclusions, "Specific Skills Series," Barnell-Loft, RL: variable*

Drivers License Language, Janus, RL: 1-4*

Driving in the City and Country, Frank E. Richards, RL: 2-3*

Drugstore Language, Janus, RL: 1-4*

Encounter Series, EMC, RL: 3-4*

Entering the Reader's World, Cambridge, RL: 0-2*

Entertainment Language, Janus, RL: 1-4*

Everyday People, Steck-Vaughn, RL: 3-4*

Famous Black Americans, Steck-Vaughn, RL: 6-7*

Finding a Job, Steck-Vaughn, RL: 1-2*

Flight in the Dark, Cambridge, RL: 1-3*

The Follett Adult Basic Reading Comprehension Program, Cambridge, RL: 1-2*

STUDENT RESOURCES, CONTINUED

Reading, continued

Follett Coping Skills Series, Cambridge, RL: 2-4*

Follett Success Skills Series, Cambridge, RL: 2-4*

From Pictures to Passages, Contemporary, RL: 1-2*

Fundamental Forms Skill Text for Everyday Living, Special Service Supply*

GED Scorebooster 2: Reading Skills in Social Studies, Science, and General Reading, Steck-Vaughn, RL: 7.8*

Getting Around Cities and Towns, Janus, RL: 2-4*

Getting Ready to Drive, Frank E. Richards, RL: 2-3*

Getting the Facts, "Specific Skills Series," Barnell-Loft, RL: variable*

Getting the Main Idea, "Specific Skills Series," Barnell-Loft, RL: variable*

Jesus of Nazareth, Cambridge, RL: 1-3*

Job Application Language, Janus, RL: 1-4*

Laubach Way to Reading: Skills Books 1-3, New Readers Press, RL: 1-3*

Learn How to Study, Charles Scribner's Sons, RL: 9*

The Life of Lucy Fern (Parts 1 and 2), Cambridge, RL: 1-3*

Living in the Reader's World, Books 1-3, Cambridge, RL: 1-5*

A Long Road, Cambridge, RL: 1-3*

Longman American Structural Readers, Longman, RL: variable-low level*

The Maine Forest, Cambridge, RL: 1-3*

Managing Money, Steck-Vaughn, RL: 4-6*

Mastering Basic Reading Skills, Steck-Vaughn, RL: 2-6*

Memories of East Utica (Parts 1 and 2), Cambridge, RL: 1-3*

A Need to Read, Globe, RL: variable*

Note-Taking Made Easy, Contemporary, RL:8

Occupational Education Fact Finding Series, Part II, Special Service Supply, RL: 3-6

STUDENT RESOURCES, CONTINUED

Reading, continued

One Summer, Cambridge, RL: 1-3*

Pathways: A Guide to Reading and Study Skills, Houghton Mifflin, RL: 10*

Practice in Reading, Steck-Vaughn, RL: 3-4*

The Promise and Other Stories, Janus, RL: 2*

The Put Down Pro and Other Plays, Janus, RL: 2*

Read to Succeed, McGraw-Hill, RL: 3-4*

Reading (CAI),* Kingsport City Schools

Reading Achievement, Cambridge, RL: variable-low level*

Reading Competence, Cambridge, RL: variable-low level*

Reading for Progress, Cambridge, RL: 3-4*

Reading Improvement, Cambridge, RL: 3-4*

Reading 1200, 1300, 1400, 1500, 1600, Steck-Vaughn, RL: 0-4*

Reading Performance, Cambridge, RL: variable-low level*

Reading Schedules, Janus, RL: N/A*

Reading: The Art of Getting the Message, Series 1 and 2, South-Western, RL: 6-12*

Reading 2000, 2600, 2700, 2800, Steck-Vaughn, RL: 4-8*

Real Stories, Book A, Globe, RL: 5*

Restaurant Language, Janus, RL: 1-4*

Sayings and Stories, Cambridge, RL: 1-3*

Scott, Foresman Adult Reading Comprehension (A&B Levels), Scott, Foresman, RL: 2-3*

Sign Language, Janus, RL: 1-4*

Skills in Reading, Cambridge, RL: 10*

Skills in Reading 1: Reading in Social Studies, Natural Science, and Literature, Cambridge, RL: 5-8*

*CAI stands for computer-assisted instruction.

Reading, continued

Some Artists: Their Lives, Loves and Luck, Cambridge, RL: 1-3*

The Steck-Vaughn Functional Reading Skills Series, (CAI), Steck-Vaughn*

Stories from the Old Testament, Cambridge, RL: 1-3*

Supermarket Language, Janus, RL: 1-4*

Superstars Series, Steck-Vaughn, RL: 7-12*

Thirty Lessons in Note Taking, Curriculum Associates*

Time for a Change, Cambridge, RL: 1-3*

A Time to Learn: A Guide to Academic and Personal Effectiveness, Holt, Rinehart and Winston, RL: 10*

Using the Context, "Specific Skills Series," Barnell-Loft, RL: variable*

Viva! Famous Mexican-Americans, Steck-Vaughn, RL: 5-6*

Vocabulary Development, Macmillan, RL: 3-4*

Word Play, Hawthorn Books, RL: 11*

Words That Name, Words That Tell Time, Words That Describe, Words That Connect, Educators Publishing Service, Inc., RL: 3-6*

Working with Sounds, "Specific Skills Series," Barnell-Loft, RL: variable*

- **Writing**

Applied Penmanship, South-Western

Basic English Review, South-Western

Building Basic Skills in Writing: Books 1 and 2, Contemporary

Cambridge Pre-GED Program, Cambridge, RL: 5*

The Cambridge Pre-GED Program in Language Skills, Cambridge RL: 5

The Cambridge Program for the High School Equivalency Examination: Writing Skills Exercises, Cambridge

STUDENT RESOURCES, CONTINUED

Writing, continued

The Cambridge Program for the Writing Skills Test, Cambridge

Contemporary's Writing Skills Workbook Series: Books 1-3, Contemporary

English Mastery, Book 1, Steck-Vaughn*

English Mastery (Revised), Books 1-4, Steck-Vaughn

Exploring Punctuation -- The Comma, Singer SVE Educational Filmstrips*

GED: How to Prepare for the High School Equivalency Examination: Test 1: The Writing Skills Test, Contemporary

GED Scorebooster 1: Developing Writing Skills, Steck-Vaughn

General Education Series: Book 1 -- Writing Skills, Steck-Vaughn

Getting It Down: How to Put Your Ideas on Paper, Contemporary, RL: 8

Mastering Capitalization and Punctuation, Continental Press*

Mini-Course in Paragraph Development, Educulture Tutorial Systems*

Problems of Agreement, Singer SVE Educational Filmstrips*

Problems of Sentence Construction, Singer SVE Educational Filmstrips*

Programs for Individualized Instruction, Barnell-Loft*

Skills in Languages 1 and 2, Cambridge

Spellex Word Finder, Curriculum Associates

Spelling Rules Workbook, Holly Hunter, TRENDS*

Spelling Simplified, Contemporary, RL: 10

Spelling Words in Use, Curriculum Associates

A Step-By-Step Approach to Learning How to Fill Out Application Forms, Frank E. Richards

Structional Analysis -- Possessives, Media Materials*

Subjects and Predicates, Singer SVE Educational Filmstrips*

STUDENT RESOURCES, CONTINUED

- **Mathematics**

Adding and Subtracting Fractions, New Readers Press*

Adding Whole Numbers, New Readers Press*

Algebra, Steck-Vaughn*

Arithmetic Skills Modules 1-28, Lubbock ISD*

Basic Concepts and Skills, Lacret*

Basic Essentials of Mathematics: Part 1, Steck-Vaughn*

Basic Mathematics Review, South-Western

Basic Skills with Decimals and Percents, Cambridge*

Basic Skills with Fractions, Cambridge*

Basic Skills with Whole Numbers, Cambridge*

Building Basic Skills in Mathematics, Contemporary

Cambridge Exercise Book for the Mathematics Test, Cambridge*

Decimal Fractions, New Readers Press*

Dividing Whole Numbers, New Readers Press*

Drillsville: Basic Math Review Designed for Mastery of Basic Skills, National Textbook

Essential Math for Life: Whole Numbers, Scott, Foresman*

Figure It Out (Follett), Cambridge*

GED: How To Prepare for the High School Equivalency Examination: Test 5: The Mathematics Test, Contemporary

GED Scorebooster 3: Mathematics, Steck-Vaughn

General Education Series: Book 5 -- Preparation for High School Equivalency in Mathematics, Steck-Vaughn

Giant Step, Region IX ESC*

Improving Math Competence, Globe

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STUDENT RESOURCES, CONTINUED

Mathematics, continued

Individualized Cassette Learning Package #9409 Math, Media Materials*

Introduction to Algebra for Adults, TRENDS*

Introduction to Mathematics, Cambridge*

Learning About Measurement, Frank E. Richards

Mathematics: A Basic Course, Cambridge*

Mathematics for the Real World, Charles E. Merrill*

Mathematics in Daily Living: Book 4 -- Fundamental Algebra, Steck-Vaughn*

Mathematics in Daily Living: Decimals and Percents, Steck-Vaughn*

Mathematics in Daily Living: Fractions, Steck-Vaughn*

Mathematics Skill Book 5500, 6600, 7700, Steck-Vaughn*

Measurements in Cooking, Frank E. Richards

Measuring the Metric Way, Frank E. Richards

Moving to Metric Measurement, Steck-Vaughn

Multiplying and Dividing Fractions, New Readers Press*

Multiplying Whole Numbers, New Readers Press*

Number Power 5 and 6: Word Problems, Contemporary*

Percents, New Readers Press*

Practical Math, Books 1 and 2, Steck-Vaughn*

Programmed Math, Books 1-13, McGraw-Hill

Purpose Puzzles, National Textbook

Skills in Mathematics 1 & 2, Cambridge

Spectrum Math, Laidlaw Brothers*

Steps to Learning, Steck-Vaughn

Steps to Mathematics: Books 1 & 2, Steck-Vaughn*

Subtracting Whole Numbers, New Readers Press*

STUDENT RESOURCES, CONTINUED

Mathematics, continued

Think Metric, South-Western*
Understanding and Comparing Fractions, New Readers Press*
Understanding Numbers, New Readers Press*
Using Dollars and Cents, Pitman*
Using Fractions, Media Materials
Using Measurement, Media Materials
Using Operations with Decimals, Media Materials
Using Operations with Whole Numbers, Media Materials
Using Percent, Media Materials
Vocational Mathematics for Business, South-Western
Word Problems with Whole Numbers, New Readers Press*
Working With Numbers, Steck-Vaughn*
Working With Numbers: Refresher Book, Steck-Vaughn*

- **Decision-Making**

Becoming a More Effective Person, Steck-Vaughn, RL: 4-6*
Carlos: With My Own Hands, New Readers Press, RL: 3*
Choices in Your Life, Cambridge, RL: 2*
Communicating with Others, Steck-Vaughn, RL: 4*
Decisions in Your Life, Cambridge, RL: 2*
Developing Thinking Skills, Scholastic, RL: 6*
Getting Around Cities and Towns, Janus, RL: 3*
Getting Help: A Guide to Community Services, Janus RL: 2*
How to Fight City Hall, Contemporary, RL: 8*

Decision-Making, continued

Life School: Occupational Knowledge and Interpersonal Relations, Pitman Learning, RL: 1-4*

Lifetimes, Pitman Learning, RL: 1.8-2.9*

Melanie: Proving Myself, New Readers Press, RL: 3*

Paul: But What Suits Me?, New Readers Press, RL: 3*

Problem-Solving, Project CLASS II:, Clovis, RL: 5-8* (see note)

A Time to Choose, Pitman Learning, RL: 1.8-2.9*

- **Interpersonal Relations**

Communicating with Others, Steck-Vaughn, RL: 4*

Double Action Play Anthology, Scholastic, RL: 3-5*

The Family You Belong To, Cambridge, RL: 5

The Friends You Make (Follett), Cambridge, RL: 4*

How To Get Along With Others, Project CLASS II:, Clovis, RL: 5-8*

Life School: Occupational Knowledge/Interpersonal Relations, Pitman Learning, RL: 1-4*

The Person You Are, Cambridge, RL: 5

React Interact: Situations for Communication, Regents, RL: 4-6*

Self-Confidence, Project CLASS II:, Clovis, RL: 5-8*

Triple Action Play Anthology, Scholastic, RL: 4-6*

What Are My Values?, Project CLASS II:, Clovis, RL: 5-8*

Where To Go, Who To See, What To Do, Steck-Vaughn, RL: 7*

Important Note: Project CLASS materials must be purchased as a complete set of 42 modules.

STUDENT RESOURCES, CONTINUED

- **Consumer Economics**

Advertising Techniques, Project CLASS II:, Clovis, RL: 5-8*

APL Series: Coping In Today's Society: Consumer Economics I, II, and III, HBJ/Media Systems, RL: 4-6*

Auto Insurance, Life Insurance, Health Insurance, Project CLASS II:, Clovis, RL: 5-8*

The Bank Book, Frank E. Richards, RL: 5*

Banking, "Be Informed Series," New Readers Press, RL: 3.5*

Banking, Budgeting and Employment, Frank E. Richards, RL: 5*

Banking Services, "Just Around the Corner Series," Cambridge*

Be Informed on Money, New Readers Press, RL: 2.5*

Be Informed on Wise Buying, New Readers Press, RL: 3.5*

Becoming a Car Owner, New Readers Press, RL: 4*

Budgeting, Follett Coping Skills Series, Cambridge, RL: 3*

Budgeting, "Just Around the Corner Series," Cambridge*

Buying a Car, Project CLASS II:, Clovis, RL: 5-8*

Buying a House, Project CLASS II:, Clovis, RL: 5-8*

Buying Guides, Steck-Vaughn, RL: 4*

Buying Power, Frank E. Richards, RL: 5

Car Buying, "Just Around the Corner Series," Cambridge*

Car Maintenance at a Garage, Project CLASS I:, Clovis, RL: 1-4*

Car Maintenance at Home, Project CLASS I:, Clovis, RL: 1-4*

Car Maintenance, "Just Around the Corner Series," Cambridge*

Car Maintenance-Repair Outlet, Project CLASS II:, Clovis, RL: 5-8*

Catalog Ordering, "Just Around the Corner Series," Cambridge*

Catalog Shopping, Frank E. Richards, RL: 4*

STUDENT RESOURCES, CONTINUED

Consumer Economics, continued

Checking Accounts, Frank E. Richards, RL: 5

Checking and Balancing, EMC, RL: 2

Comparison Shopping, "Just Around the Corner Series," Cambridge*

Counting My Money, Frank E. Richards*

Earning, Spending and Saving, Frank E. Richards, RL: 3.8*

Energy Sources, Project CLASS II:, Clovis, RL: 5-8*

Family Financial Management, South-Western, RL: 8

Family Money Management, Steck-Vaughn, RL: 5*

Finding a Place to Live, Project CLASS I:, Clovis, RL: 1-4*

Good Buy, EMC, RL: 2

Health Care for Wongs, EMC, RL: 3

House Cleaning Tips, Project CLASS II:, Clovis, RL: 5-8*

Housing Needs, "Just Around the Corner Series," Cambridge*

Insurance, EMC, RL: 2

Insurance, "Just Around the Corner Series," Cambridge*

Insuring Yourself, New Readers Press, RL: 2.8*

It's Your Money, Book 1, Steck-Vaughn, RL: 7*

It's Your Money, Book 2, Steck-Vaughn, RL: 10*

Leases and Landlords, EMC, RL: 2

Let's Go Shopping, Frank E. Richards, RL: 4*

Life School: Consumer Economics, Pitman Learning, RL: 1-4*

Loans and Credit, "Just Around the Corner Series," Cambridge*

Maintaining Your Car, New Readers Press, RL: 4

Making a Budget, New Readers Press, RL: 2.8*

Making My Money Count, Frank E. Richards, RL: 4*

STUDENT RESOURCES, CONTINUED

Consumer Economics, continued

Managing Money, Steck-Vaughn, RL: 4-6*

Managing Your Money, New Readers Press, RL: 4

The Money You Spend (Follett), Cambridge, RL: 4*

More Food for Our Money, EMC, RL: 2

Owning an Auto, "Be Informed Series," New Readers Press, RL: 4.5*

Personal Credit, "Be Informed Series," New Readers Press, RL: 4*

Planning Ahead, Frank E. Richards, RL: 4

Preparing a Budget, Project CLASS I:, Clovis, RL: 1-4*

Put Your Money Down, EMC, RL: 3

Saving and Investing, New Readers Press, RL: 2.4

Saving on Your Utility Bill, Project CLASS II:, Clovis, RL: 5-8*

Savings Accounts, Frank E. Richards, RL: 4.7

Selling Techniques, "Just Around the Corner Series," Cambridge*

Skills for Consumer Success, South-Western, RL: 8*

Social Security and Personal Insurance, "Be Informed Series," New Readers Press, RL: 7*

So You Want to Use Credit, Changing Times*

Solving Life Problems in Consumer Economics, 1, 2, and 3, McGraw-Hill, RL: 4*

State Your Claim, EMC, RL: 2-3

Try It On, EMC, RL: 2-3

Typical Gyps and Frauds, Changing Times*

Understanding Consumer Credit (Follett), Cambridge, RL: 3

Using a Catalog - Mail Order, Project CLASS II:, Clovis, RL: 5-8*

Using a Checking Account, New Readers Press, RL: 2

Using Credit, New Readers Press, RL: 2.8*

Consumer Economics, continued

Wheels and Deals, EMC, RL: 2-3*

When Things Don't Work, EMC, RL: 2-3

Where Does the Money Go?, Steck-Vaughn, RL: 3*

You and Your Money, Steck-Vaughn, RL: 2.5*

- **Occupational/Educational Opportunities**

APL Series: Coping in Today's Society - Occupational Knowledge, HBJ/Media Systems, RL: 4-6*

Basic Civil Service Training, South-Western*

The Business Plan: A Suggested Model, Texas Economic Development Commission*

Career Reading Skills, Books a, b & c, Globe, RL: 5*

Checklist for Going into Business, Small Business Administration*

Communicating Effectively (film), Sandler Institutional Films, Inc.*

Courtesy, Who Needs It? (film), Alfred Higgins Productions, Inc.*

Creating a New Enterprise, South-Western, RL: 9-10*

Dictionary of Occupational Titles, Government Printing Office*

Filling Out Job Application Forms, EMC, RL: 7*

Finding a Job, EMC, RL: 6*

Finding Work (Follett), Cambridge, RL: 4*

Getting and Holding a Job, Frank E. Richards, RL: 7

Getting Ready to Work, EMC*

How to Find and Apply for a Job, South-Western, RL: 9-10*

How to Get a Job and Keep It, Steck-Vaughn, RL: 5.5*

How to Listen More Effectively (filmstrip), Universal Education and Visual Arts

Interviewing for Jobs, EMC, RL: 5*

Occupational/Educational Opportunities, continued

The Job Book, Region II Education Service Center*

Job Interviews (Follett), Cambridge, RL: 4*

Jobs and Employment Opportunities, "Just Around the Corner Series," Cambridge*

Keeping a Job (Follett), Cambridge, RL: 4*

Keeping and Changing Jobs, EMC, RL: 6.5*

Life School: Occupational Knowledge and Interpersonal Relations, Pitman Learning, RL: 1-4*

Occupational Outlook Handbook, Government Printing Office*

Recordkeeping Systems - Small Store and Trade Services, Small Business Administration*

Resources for Lifelong Learning (Follett), Cambridge, RL: 4*

Service Occupations, Frank E. Richards, RL: 6*

Small Business Reporter: Franchising, Bank of America, RL: 9*

Starting a New Job, EMC, RL: 7*

Success at Work, Steck-Vaughn, RL: 8*

Trouble at Work (filmstrip), Guidance Associates*

The Working Citizen, Frank E. Richards, RL: 7

Working with Others, Steck-Vaughn, RL: 8*

Your Paycheck and Employment Benefits: Project CLASS II:, Clovis, RL: 5-8*

- **Science/Health**

Aging, Project CLASS II, Clovis, RL: 5-8*

ARCO GED Study Guide for the High School Equivalency Diploma Test, ARCO, RL: 8

Avoiding Accidents: Safety and First Aid, Globe, RL: 4

STUDENT RESOURCES, CONTINUED

Science/Health, continued

Basic Science for Living, Book 1, Revised, Steck-Vaughn, RL: 7*

Battling Disease: Protecting Your Health, Globe, RL: 4

Be a Computer Literate, Creative Computing Press, RL: 10*

Building Basic Skills in Science, Contemporary, RL: 4-5

Buying and Using Medicine: Project CLASS II, Clovis, RL: 5-8*

The Cambridge Program for the Science Test, Cambridge, RL: 9-11

Can You Give First Aid?, New Readers Press, RL: 3*

Caring for a Child, New Readers Press, RL: 3-4*

Chemistry Basic Concepts and Contemporary Applications, Wadsworth, RL: 12*

Child Care (Follett), Cambridge, RL: 3-5*

Cliff's GED Science Preparation Guide, Cliff's Notes, Inc.

Computers in Society, McGraw-Hill, RL: 12*

Consumer Reports Magazine, September and October, 1983, RL: 10*

A Doctor's Guide to Home Medical Care, Contemporary, RL: 9-12*

Drugs: Facts for Decisions, New Readers Press, RL: 4-5*

Earth Science, the World We Live In, D. Van Nostrand Co., RL: 8*

The Earth and Beyond, Steck-Vaughn, RL: 6*

Eating Right, Janus, RL: 4-5*

Everyday First Aid Skills, Frank E. Richards, RL 4-5*

Exploring Our World, Steck-Vaughn, RL: 6*

Facing the Facts: Drugs, Alcohol and Tobacco, Globe, RL: 4

Family Planning (Follett), Cambridge, RL 4-6*

Family Planning: Project CLASS II, Clovis, RL: 5-8*

First Aid, American Red Cross, RL 10*

Focusing on Health, Steck-Vaughn, RL: 6*

STUDENT RESOURCES, CONTINUED

Science/Health. continued

GED: How to Prepare for the High School Equivalency Exam, Test 3, Contemporary, RL: 7-8*

GED Scorebooster 2: Reading Skills in Social Studies, Science and General Reading, Steck-Vaughn, RL: 8

General Education Series: Book 3 - Science, Steck-Vaughn, RL: 7-8*

Getting Medical Assistance (Follett), Cambridge, RL: 2-3*

Getting Ready for Your Baby, Frank E. Richards, RL 4-5*

Growing Parent: A Sourcebook for Families, Contemporary Books, RL: 8

Having a Baby, New Readers Press, RL: 3-4*

Health and You - Books 1 & 2, Steck-Vaughn, RL: 2-4

Health, Safety and Sanitation, "Family Development Series," Steck-Vaughn, RL: 6-7

Health, Safety and Well-Being, "Just Around the Corner Series," Cambridge

Healthful Living for Today and Tomorrow, Laidlaw, RL: 8*

Healthy Snacks, Project CLASS I, Clovis, RL: 4*

Help! First Steps to First Aid, Janus, RL: 4-5*

Help Yourself to Health, New Readers Press, RL: 3-4*

How to Prepare for the Science Test Section of the New High School Equivalency Examination, McGraw-Hill, RL: 8

How to Stay Healthy: Project CLASS I, Clovis, RL: 4*

Introduction to TRS-80, Level II Basic, and Computer Programming, Prentice-Hall, RL: 9-11*

Keeping Fit, Janus, RL: 4-5*

Land Animals, Steck-Vaughn, RL: 3-4

Life School: Health, Pitman, RL: 1-4*

Looking Good, Janus, RL: 4-5*

Science/Health, continued

Microcomputer Software and Accessories (catalog), Educational Systems Consultants, RL: 9*

Modern Biology, Holt, Rinehart and Winston, RL: 10*

Need a Doctor?, Janus, RL: 4-5*

Nutrition, "Be Informed Series," New Readers Press

Physician's Desk Reference, Medical Economics Company, RL: 12+*

Plant Life, Steck-Vaughn, RL 2-3

Pre-GED Basic Skills Series: Basic Science, McGraw-Hill, RL: 7

Protecting Family Health and Security. Grolier

The Project Physics Course, Holt, Rinehart and Winston, RL: 10*

Solving Life Problems in Health, McGraw-Hill, RL: 4-6

Systems 3 Science, Follett, RL: 7-8*

Understanding Yourself, "Family Development Series," Steck-Vaughn, RL: 6-7

Water Life, Steck-Vaughn, RL: 4

We Are What We Eat, Steck-Vaughn, RL: 4-5

The Wonders of Science: The Human Body, Steck-Vaughn, RL: 2-3

The World About You, Third Edition, Steck-Vaughn, RL: 2-3

You Find Out, Third Edition, Steck-Vaughn, RL: 3*

Your Family, Steck-Vaughn, RL: 4*

Your Health and Safety, Harcourt Brace Jovanovich, RL: 8*

Your Healthy Body, Steck-Vaughn, RL: 3-4

- **Social Studies**

The American People: Their History to 1900, Steck-Vaughn, RL: 6*

America's Story, Steck-Vaughn, RL: 7*

STUDENT RESOURCES, CONTINUED

Social Studies, continued

The Battered Wife, Project CLASS II, Clovis, RL: 5-8*

Becoming a U.S. Citizen (Follett), Cambridge, RL: 4*

Building Basic Skills in Social Studies, Contemporary, RL: 6*

Cambridge Exercise Book for the Social Studies Test, Cambridge, RL: 11*

The Cambridge Program for the Social Studies Test, Cambridge, RL: 11*

Child Abuse, Project CLASS II, Clovis, RL: 5-8*

Citizens Today, "Living in America Series," Steck-Vaughn, RL: 6*

Community Health Services, Project CLASS I, Clovis, RL: 1-4*

Consumer Econmics II, "The APL Series," HBJ, RL: 4-6

Consumer Law, West, RL: 7-8*

DAR Manual for Citizenship, Daughters of the American Revolution, RL: 6-7*

Economics for Everybody, AMSCO, RL: 7-8*

Economics of Work, South-Western, RL: 8*

Free Enterprise in the United States, South-Western, RL: 10*

GED: How to Prepare for the High School Equivalency Examination, Contemporary, RL: 8*

GED Scorebooster 2: Reading Skills in Social Studies, Science and General Reading, Steck-Vaughn, RL: 7.8*

GED: The Social Studies Test, Contemporary, RL 8*

Government and Law, "The APL Series," HBJ, RL: 4-6*

Government at Work, Janus, RL: 4*

Handbook for Citizenship Preparation, Education Service Center, Region 20, San Antonio, RL: 7*

It's Our Government, Janus, RL: 6*

Life School: Community Resources and Government and Law, Pitman, RL: 1-4*

STUDENT RESOURCES, CONTINUED

Social Studies, continued

Life School: Consumer Economics, Pitman, RL: 1-4*

Our Constitution and Government, Federal Textbook on Citizenship, Government Printing Office (GPO), RL: 7-8*

Our Nation's Story: Parts 1 and 2, Steck-Vaughn, RL: 6 (Part 1), RL: 7 (Part 2)*

Preparation for High School Equivalency in Social Studies, "General Education Series Book 21," Steck-Vaughn, RL: 8*

Rights and Citizenship, "Just Around the Corner Series," Cambridge

Sales Tax, Project CLASS II, Clovis, RL: 5-8*

Understanding Taxes, Internal Revenue Service

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- **Consumer Economics**

Citizenship and Consumer Education: Key Assumptions and Basic Competencies,
Remy, Fastback #144, Phi Delta Kappa Educational Foundation, 1980

- **Diagnostic/Evaluative Instruments**

APL Assessment, HBJ/Media Systems (diagnostic)

Balitmore County Design Test, Cambridge (diagnostic)

Brigance Comprehensive Inventory of Basic Skills, Curriculum Associates (diagnostic)

Career Ability Placement Survey (CAPS), EdITS (evaluative)

Career Occupational Preference System (COPS), EdITS (evaluative)

Diagnostic Pre-Tests for GED Instruction, Contemporary (diagnostic)

Differential Aptitude Test, Psychological Corporation (evaluative)

Enright Inventory of Basic Arithmetic Skills, Curriculum Associates (diagnostic)

Evaluative Post-Tests for GED Readiness, Contemporary (evaluative)

General Aptitude Test Battery (GATB) G.P.O. (evaluative)

Judgement of Occupational Behavior - Orientation (JOB-O), CSKR Career Materials (evaluative)

Kuder DD Vocational Interest Test, Science Research Associates (evaluative)

Michigan Prescriptive Program: High School Equivalency-GED by Dr. William E. Lockhart, Ann Arbor Publishers (diagnostic)

Program for Assessing Youth Employment Skills (PAYES), Cambridge (evaluative)

The Reading Progress Scale, Revrac (diagnostic)

Tests of Adult Basic Education (TABE), CTB/McGraw-Hill (diagnostic)

Woodcock Reading Mastery Tests, American Guidance Service (diagnostic)

PROFESSIONAL RESOURCES, CONTINUED

- General

Adult Education ESL Teachers Guide, The Texas Education Agency, Divison of Adult and Community Education, 201 East 11th St., Austin, TX 78701

Adult Illiteracy in the United States, Hunter, C.S., and Harmon, D., McGraw-Hill, 1979

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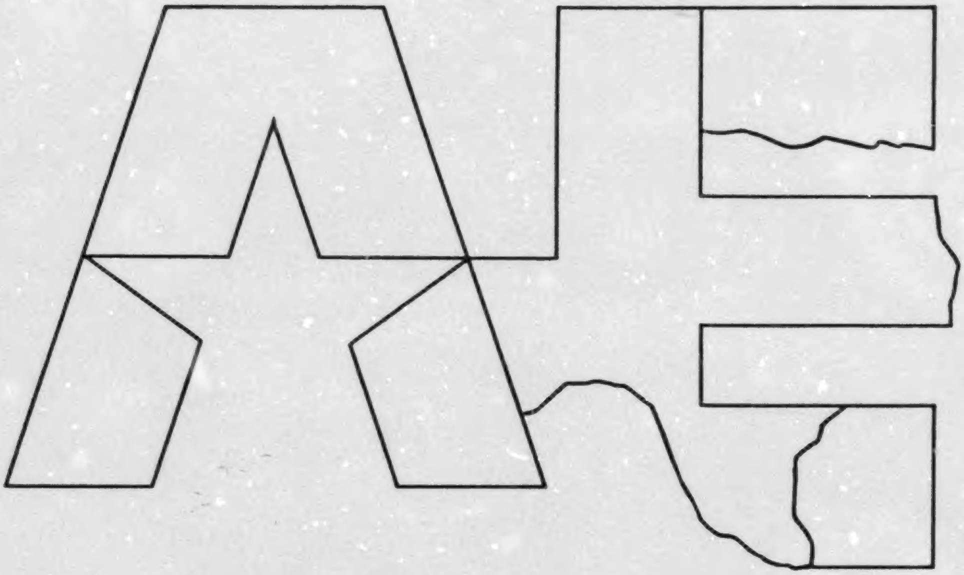

Appendices

APPENDIX A
INSTRUCTIONAL OBJECTIVES

Listening

To listen with a purpose

Speaking

To speak in order to communicate

Reading

I. To develop and expand sight a vocabulary necessary to read and understand text

II. To apply word recognition strategies to decode unknown words

III. To recognize that there are different types of comprehension

IV. To recognize, utilize, and demonstrate an understanding of the function of all units of text material

V. To recognize, recall, and utilize information that has been explicitly stated within a text to facilitate comprehension of text (literal)

VI. To use a knowledge base of the world to interpret passages that have an implied message (inferential)

VII. To use a knowledge base of the world and one's own personal experiences to judge content, style, and format of the text (critical)

VIII. To develop and apply a variety of thinking skills to the reading process

IX. To recognize and apply the concept that rate of reading and thoroughness of reading depend on the purpose of the reading task

X. To develop and apply strategies for using resources to comprehend text

XI. To use graphic aids to facilitate the comprehension process

XII. To use organizational skills to facilitate acquisition, storage, and retrieval of knowledge

XIII. To recognize important variables affecting the comprehension of text

XIV. To develop a strategy for approaching and processing text

XV. To recognize reading as a process and skill that affects one's life and to use information, ideas, and/or events from text and apply them to one's own life experiences and/or problems

Writing

I. To understand proper sentence construction and to be able to write good, simple sentences

II. To understand the proper use of verb tense and why it is essential for students to use proper verbs both in speaking and in writing

III. To become aware of the difference in regular and irregular verbs and how to use them in the proper time sequence

IV. To understand and use proper subject-verb agreement

V. To be aware of and use basic capitalization rules

VI. To be aware of and use basic spelling rules

VII. To be able to write more complicated sentences by adding complements

VIII. To acquire basic skills in the use of the comma

IX. To become aware of the use of possessive forms of nouns and possessive pronouns

X. To be able to write a simple, clear paragraph

Mathematics

I. To develop an understanding of our number and place value system and to develop the ability to recognize, read, and write numerals

II. To develop skills in addition of whole numbers

III. To develop skills in subtraction of whole numbers

IV. To develop skills in interpreting and solving word problems

V. To develop skills in multiplication of whole numbers through three or more digit factors

VI. To develop skills in division of whole numbers through four or more digit dividends and four-digit divisors, with and without remainders

VII. To develop an understanding of measurement from simple units

VIII. To develop an understanding of prime numbers and factors

IX. To develop an understanding and ability to use decimals in daily experiences

X. To develop an understanding and ability to use fractions in daily experiences

XI. To develop an understanding and ability to use percents in practical life experiences

XII. To develop an understanding of algebra from basic equations through division of complex algebraic terms

Decision-Making

To develop decision-making skills

Interpersonal Relations

I. To consider the opinions of others

II. To demonstrate cooperativeness in working with groups

III. To effectively communicate ideas

IV. To recognize the effects of changing lifestyles on family and/or home life

Consumer Economics

I. To be able to count and convert coins and currency, and to apply these skills to everyday tasks

II. To know the principles of comparison shopping

III. To be able to order food and tip correctly

IV. To use catalogs to select and order goods and services

V. To know basic procedures for maintaining personal possessions and to be able to use related resources

VI. To understand the basic principles of money management, as well as the basics of consumer decision-making

VII. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his/her family

VIII. To know the banking services available in the community and how to utilize the various services

IX. To develop an understanding of credit systems

X. To understand the implications of consumption vis-a-vis finite world resources and to recognize that each individual pattern of consumption influences the general welfare

XI. To assess housing needs and to understand how to obtain housing and utilities according to those needs

XII. To know how to buy and maintain a car economically

XIII. To be aware of advertising techniques and to recognize appropriate and inappropriate forms of advertising

Occupational/Educational Opportunities

I. To determine occupational skills, aptitudes, and interests and interpret the results of assessments with the assistance of the teacher

II. To gain information about the fourteen occupational clusters and how to acquire (access) information in specific areas

III. To acquire job-seeking skills

IV. To develop skills necessary for seeking training and advanced education

V. To learn skills to help develop effective job behavior

VI. To develop skills necessary to understand the legal and financial aspects of employment

VII. To understand what it takes to be an entrepreneur

Science

I. To learn selected basic concepts in biology

II. To learn selected basic concepts in Earth Science

III. To learn selected basic concepts in chemistry

IV. To learn selected basic concepts in physics

V. To learn selected basic concepts in computer science

Health

I. To learn about systems of the body and how they work

II. To learn about human growth and development

III. To learn about personal health care

IV. To learn about nutrition and food preparation

V. To learn about disease

VI. To learn about serious illnesses

VII. To learn about safety and first aid practices

VIII. To learn about mental health

IX. To learn about behavior modifiers (drugs)

X. To learn about consumer health

XI. To learn about community health

Social Studies

I. To acquire historical and social studies facts, concepts, rules, generalizations, and perspectives

II. To apply historical and social studies facts, concepts, rules, generalizations, and perceptions

III. To correctly describe the interdependence of economic, political, and demographic elements with the physical features of the Earth

IV. To understand and use maps effectively

V. To describe the surface of the Earth and its associated physical characteristics

VI. To demonstrate an understanding of differences in economic systems

VII. To assist the student to become an American citizen

VIII. To learn the purpose and organization of the three branches of the Federal Government

IX. To provide students with a functional knowledge of state government

X. To provide the student with the functional knowledge of services provided by the county and local governments

XI. To assist students to recognize and understand their rights and responsibilities as citizens

XII. To demonstrate an understanding of sales tax, income tax, Social Security, and property tax

APPENDIX B
PUBLISHERS' LIST

Alfred Higgins Productions, Inc.
9100 Sunset Blvd.
Los Angeles, CA 90069

Allyn & Bacon, Inc.
7 Wells Avenue
Newton, MA 02159

American Association for
Adult and Continuing Education
1201 Sixteenth Street, N.W.
Suite 230
Washington, DC 20036

American Guidances Services, Inc.
Publisher's Building
Circle Pines, MN 55014

American Red Cross
17th and D Streets, N.W.
Washington, DC 20006

AMSCO School Publications, Inc.
315 Hudson Street
New York, NY 10013

Ann Arbor Publishers
P. O. Box 388
Worthington, OH 43085

ARCO Publishing, Inc.
215 Park Avenue South
New York, NY 10003

Argus Communications
One DLM Pk.
Allen, TX 75002

Arista Corp.
2440 Estand Way
P.O. Box 6146
Concord, CA 94524

Barnell-Loft
958 Church Street
Baldwin, NY 11501

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Britannica Computer Based Learning
Encyclopedia Britannica Educational
Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Cambridge, The Adult Education
Company
888 Seventh Avenue
New York, NY 10106

Changing Times Education Service
1729 H Street, N.W.
Washington, D.C. 20006

Charles E. Merrill Publishing Company
936 Eastwind Drive
Westerville, OH 43081

Cliff's Notes, Inc.
Box 80728
Lincoln, NE 68501

Clovis Adult and Vocational Education
914 Fourth Street
Clovis, CA 93612

Computer Skill Builders
3130 Dodge Blvd.
Box 42050-A
Tucson, AZ 85733

Consumer Reports Books
256 Washington Street
Mount Vernon, NY 10550

Contemporary Books, Inc.
180 N. Michigan Avenue
Chicago, IL 60601

Continental Press, Inc.
520 E. Bainbridge Street
Elizabethtown, PA 17022

Creative Computing Press
One Park Avenue, 7th Floor
New York, NY 10016

CSKR Career Materials, Inc.
P.O. Box 4
Belmont, CA 94002

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

EdITS
P.O. Box 7234
San Diego, CA 92107

Educational Activities
Dept. 3-A
P.O. Box 392
Freeport, NY 11520

Educational Systems
501 Salem Drive
Ithaca, NY 14850

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 02238

Educulture Tutorial Systems
Santa Monica, CA 90406

EMC Corporation
300 York Avenue
St. Paul, MN 55101

Fairway Software
P.O. Box 106
Freeport, IL 61032

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

Frank E. Richards Company, Inc.
P.O. Box 66
Phoenix, NY 13135

Garrard Publishing Company
1607 N. Market Street
Champaign, IL 61820

Globe Book Company, Inc.
50 West 23rd Street
New York, NY 10010

Government Printing Office
Superintendent of Public Documents
Washington, DC 20402

Gramercy Books Press, Inc.
354 George Street
New Brunswick, NY 08901

Grolier Educational Corporation
Sherman Turnpike
Danbury, CT 06816

Gulf Publishing Company, Book Division
Box 2608
Houston, TX 77001

Harcourt Brace Jovanovich/Media Systems
757 Third Avenue
New York, NY 10017

Harper and Row, Publishers, Inc.
10 E. 53 Street
New York, NY 10022

Hawthorn Books, Inc.
260 Madison Avenue
New York, NY 10016

Holt, Rinehart and Winston General Book
521 Fifth Avenue, 6th Floor
New York, NY 10175

Houghton Mifflin Company
One Beacon Street
Boston, MA 02108

International Reading Association
P.O. Box 8139
800 Barksdale Road
Newark, DE 19711

Jagstaffel Software
645 Brenda Lee Drive
San Jose, CA 95123

Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

Jossey-Bass Inc., Publishers
433 California Street
San Francisco, CA 94104

Kingsport City Schools
1701 E. Center Street
Kingsport, TN 37664

Klevins Publications
P.O. Box 143
Canoga Park, CA 91305

Lacret Publishing Company
601 12th Street
Union City, NJ 07087

Laidlaw Brothers
Thatcher and Madison Streets
River Forest, IL 60305

Longman, Inc.
19 West 44th Street
New York, NY 10036

Macmillan Publishing Cmpany
866 Third Avenue
New York, NY 10022

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

MECC Distribution Center
3490 Lexington Avenue, North
St. Paul, MN 55112

Media Materials, Inc.
2936 Remington Avenue
Baltimore, MD 21211

Medical Economics
680 Kinderamack Road
Oradell, NJ 07649

National Association of Secondary
School Principals
1904 Association Drive
Reston, VA 22091

National Society, Daughters of
the American Revolution
1776 D Street, N.W.
Washington, DC 20006

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646

New Readers Press
P.O. Box 131
Syracuse, NY 13210

Opportunities for Learning
8950 Lurline Avenue
Department I
Chatsworth, CA 91311

Phi Delta Kappa Educational Foundation
8th and Union, P.O. Box 789
Bloomington, IN 47402

Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Plenum Publishing Corp.
233 Spring Street
New York, NY 10013

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Psychological Corporation
(div. of Harcourt Brace Jovanovich)
757 Third Avenue
New York, NY 10017

Pyramid School Products
6510 N. 54th Street
Tampa, FL 33610

Quark, Inc.
2525 Evans Street
Suite 220
Denver, CO 80219

Quality Educational Designs
P.O. Box 12486
Portland, OR 97212

Regents Publishing Company, Inc.
2 Park Avenue
New York, NY 10016

Revrac Publications
207 West 116th Street
Kansas City, MO 64114

Sandler Institutional Films, Inc.
1001 N. Poinsettia Place
Hollywood, CA 90046

Scholastic, Inc.
730 Broadway
New York, NY 10003

Scholastic Software
P.O. Box 2002
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Scott, Foresman, and Company
Lifelong Learning Division
1900 E. Lake Avenue
Glenview, IL 60025

The Scribner Book Companies, Inc.
597 Fifth Avenue
New York, NY 10017

Singer SVE Educational Filmstrips
1345 Diversey Parkway
Chicago, IL 60614

Small Business Administration
P.O. Box 15434
Fort Worth, TX 76119

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Special Service Supply
Box 705
Huntington, NY 11743

Steck-Vaughn Company
807 Brazos, P.O. Box 2028
Austin, TX 78768

Texas Economic Development Commission
Business Development Department
P.O. Box 12728, Capitol Station
Austin, TX 78711

T.H.E.S.I.S.
P.O. Box 147-E
Garden City, MI 48135

Universal Education and Visual Arts
100 Universal City Plaza
Universal City, CA 91608

Van Nostrand Reinhold Company, Inc.
135 W. 50th Street
New York, NY 10020

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 94002

West Publishing Company
Box 3526, 50 Kellogg Blvd.
St. Paul, MN 55165

William C. Brown Group
2460 Kerper Blvd.
Dubuque, IA 52001

APPENDIX C
100 MOST MISSPELLED WORDS*

ALL RIGHT
REPETITION
IRRITABLE
INIMITABLE
RECOMMEND
RIDICULOUS
DESPAIR
STATIONERY
STATIONARY
SUPERINTENDENT
COOLLY
SEPARATE
COMPARATIVE
SUPERSEDE
SUCCEED
PROCEED
EXCEED
PRECEDE
PROCEDURE
ABSENCE
CONSCIENCE
ANOINT
ECSTASY
ANALYZE
PARALYZE
SURPRISE
INOCULATE
DEFINITELY
PRIVILEGE
INCIDENTALLY
PREDICTABLE
EMBARRASSMENT
DISCRIMINATE
DESCRIPTION
ARGUMENT
ASSISTANT
GRAMMAR
PARALLEL
DRUNKENNESS
SUDDENNESS
DISSIPATE
WEIRD
BALLOON
NOTICEABLE
TRULY
VICIOUS
INSISTENT
MISSPELLING
CONSCIOUS
INDISPENSABLE
DISAPPEAR
DISAPPOINT
CORROBORATE
SACRILEGIOUS
PERSISTENT
EXHILARATION
NEWSSTAND
DESIRABLE
IRRESISTIBLE
TRANQUILLITY
DILEMMA
PERSEVERANCE
UNTIL
TYRANNIZE
VACILLATE
OSCILLATE
FORTY
DILETTANTE
CHANGEABLE
ACCESSIBLE
ACCOMMODATE
LICENSE
PANICKY
SEIZE
LEISURE
RECEIVE
ACHIEVE
HOLIDAY
EXISTENCE
PURSUE
PASTIME
POSSESSEE
PROFESSOR
CATEGORY
RHYTHMICAL
VACUUM
BENEFITED
COMMITTEE
GRIEVIOUS
JUDGMENT
PLEBEIAN
TARIFF
SHERIFF
CONNOISSEUR
NECESSARY
SERGEANT
IRRELEVANT

* Taken from Tennessee's Adult Education Curriculum Guide